

PERSONAL COLUMN

Since this is the last column for *The TES* I will be writing before Christmas, let me use it to offer the only small token of goodwill I can think of to readers of this page. In our current bleak midwinter there is very little a local politician can offer the education world, but such as it is...

What it is is a few small tips on job interviews. Over the years I have sat on more appointment panels than I would care to count - governing bodies and county hall staff committees - and have come to the conclusion that there are two sets of factors (what you might call the human factors and the political factors) that are not necessarily understood by all candidates.

Let me take the human factors first. There we all are, the interviewers, most of us lay people; probably (if it is a county hall appointment) earning a lot less than you and knowing less about the job you are applying for. We represent the "public accountability" element of the system, and we are more than a little inclined to be touchy about it. You have to steer a middle course between patronizing us ("Perhaps I should explain to the governors what CSE stands for") and speaking in educational jargon that makes us feel inferior.

Don't worry about feeling nervous and showing it: it brings out the best in us. Over-confidence is far more dangerous. The worst thing you can possibly do is to start interviewing us. You may be offered an opportunity to ask the panel questions: it is offered in good faith, as a courtesy, but my experience would strongly advise - decline the offer if you possibly can.

Much the best answer is "Thank you very much: I have been given a lot of helpful information about the job already, and the interview seems to have covered all the ground".

You then try to convey by your body language and facial expression that, poised and competent though you are, you have found the experience quite a gruelling challenge. That will do a lot for your own self-esteem and we will smile approvingly at each other as you leave the room.

The same advice applies if you are asked the question at the end, "Is there anything you wanted to tell us that we haven't raised during the interview?" Again, it is asked



ANNE SOFER

Panel games

'The whole system of appointment is absurd, of course'

with the best possible motives, but I have seen many good candidates ditch their chances at this point by delivering a prepared speech (sometimes even with notes) and making everybody suddenly feel very uncomfortable. After all, we are ready at that point to see the next candidate.

And this is the other part of the human factor, sordid and insulting though it may be: time. We are all after all fallible human beings. Our attention span may be no more than average: we may even have other things on our minds. Although we are genuinely concerned to make the best possible appointment (we wouldn't be there otherwise), our interest, as the same ground has to be covered time after time, needs to be kept alive. The strongest praise, after a candidate has left the room, is "That was interesting".

And now for the political factors. This is complicated. Contrary to common rumour, politicians do not generally appoint on purely political grounds. Certainly they do not want to appear to be doing so. Anything that looks like an appeal to common political loyalty will cause either embarrassment or suspicion. More often than not the voting at the end crosses party political lines. So you don't want to alienate the opposition members present by anything that can be inter-

preted as political partisanship. You may need their votes.

On the other hand there are subliminal political messages in a lot of educational answers that can spell success or failure. I remember, for instance, a candidate who used the term "building a consensus" three times during the course of an interview. I loved it, of course, but I could see it was going down like a lead balloon with some of my colleagues.

Language is particularly important to the Left. If you are applying for a job in a left-wing authority, use "chair" instead of "chairman" if you can bring yourself to (I find one gets used to it), and practise avoiding the male pronoun (not easy).

Race is by far the most difficult area. Take the following two pairs of answers, for instance: Candidate A. Yes, I have had a lot of experience in organizing mother-tongue teaching. This is a big problem in our area, as we have 60 different mother-tongues spoken in the home.

Candidate B. We are immensely fortunate in that the culture of our school is enriched by the presence of 60 different mother tongues. Candidate A. I strongly believe in a multi-cultural and anti-racist curriculum. Candidate B. I strongly believe in an

anti-racist and multicultural curriculum. Candidate A is in deep trouble: for using the word "problem" in the first answer and for getting the order wrong in the second. Candidate B is more likely to get the job. (This is in fact, unfair, as Candidate B has merely been lucky enough to pick up the correct terminology on a racism awareness course. But that's life, I suppose.)

At all costs, avoid the word "gifted". At one recent county hall meeting to consider an HMI school inspection report, we came to a paragraph listing the quite considerable achievements of some pupils in academic examinations, sport and the arts. The paragraph was headed "Provision for gifted pupils". "We will pass over this paragraph in silence", said the chairman, and we did. The governors who had come up for the occasion looked somewhat nonplussed; and on reflection it does seem unfair that they should be deprived of their due congratulations just because HMI uses unacceptably elitist words. So, if you have to refer to such things (and it might be better not), find another term.

The whole system of appointment is absurd, of course. How can the ability to perform effectively for an hour in these utterly artificial circumstances bear any relation to the ability to lead a team, inspire a department, sort out a mess? My only astonishment is that the people we appoint turn out as well as they do. But I do think, in the interests of equal opportunities, we ought to send out a little handbook of do's and don'ts along with the invitation to the interview. Maybe I will offer to compile one for my own authority.

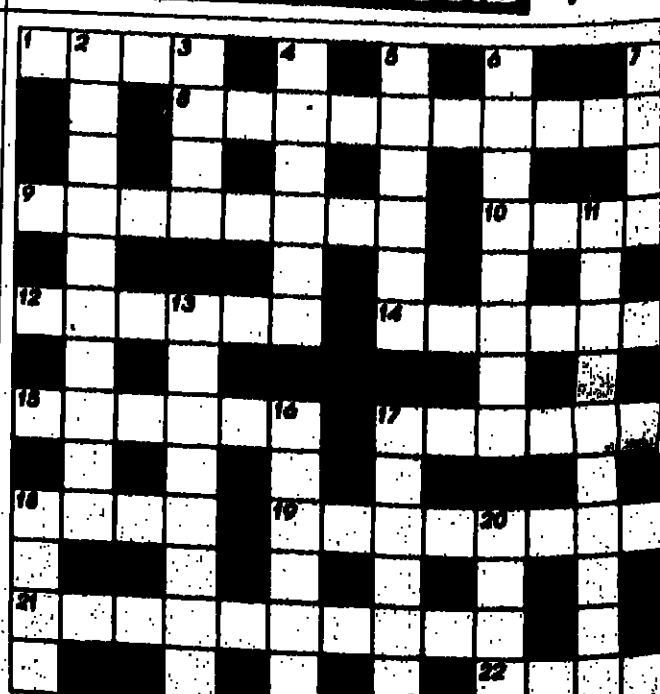
NEXT WEEK

Lessons from Jasmine Beckford's death
David Dale analyses the critical report from the independent panel of inquiry

The module makers
Virginia Makins reports on Peter School's 10-week curriculum unit in action

Children's Christmas books
Extra: Religious Education

No 232 CROSSWORD by Rufus



Across
1 Outfit changed on inclination (4)
2 Show how a student may be financed? (10)
3 How to win a ballet competition? (3,6)
4 New line that starts from Victoria (4)
5 Umpire may be corrupted (6)
6 Result of turning (6)
7 Name one dreadful, biased, female (6)
8 Up a pupil in class (6)
9 A half a mile away from land (2)
10 Suffer on a voyage to the Red Sea (4)
11 Unfamiliar and hard old disposition (10)
12 Girl seen in a jumble sale (4)
13 It's not fair for one to use this (8)
14 What is wrong in a record being beaten (4)
15 But in a radio and set for French part (6)
16 A club with kids alone (4)
17 With such twist it hurts (4)
18 Solution to Puzzle 231

Down
1 Financial experts involved in some cost (10)
2 Americans may find it a good place for a beach (4)
3 Risk not compensating part of the church (6)
4 Corrupt practices a school employee (6)
5 They are used for duplicating clients' letters (8)
6 One hundred in it is twice reduced by 50 per cent (4)
7 Duties that do not entered very far (8,5)

THE TIMES Educational Supplement

FRIDAY DECEMBER 13 1985 NUMBER 3624

FIRST PUBLISHED 1910 PRICE 55P

L.e.a.s blunt union action by forcing cuts in pay

by Mike Durham

Local education authorities are dramatically tightening sanctions against teachers taking industrial action in schools.

This week several authorities announced that they would begin punitive deductions in pay to make up for the "actual disruption" caused in schools, irrespective of the time teachers spent on strike.

The new strategy reflects growing frustration at the unions' use of selective, short-term industrial action to create the maximum disruption at minimum cost.

According to management sources, the new hard line is paying off with the level of disruption cut back in some authorities which have already quietly adopted a hard-line approach.

The L.e.a.s' tough new stance is to deduct up to a whole session's pay from teachers who take industrial action, no matter how short a time they are away from their classrooms.

The London Borough of Havering has written to teachers warning them that, in future, salary deductions "by way of damages" would be made "proportionate to the actual disruption caused to the timetable day".

Chief education officer Mr Bryan Laister said: "The new method recognises that in some cases the amount of disruption caused by, say, an hour's strike could be quite disproportionate."

"A whole class might have to be sent home for the whole morning. Our aim is to find a way of reducing the level of disruption."

The assessment of the degree of

chaos in schools would be based on periodic returns sent to the L.e.a.s. by head teachers.

In Leicestershire, the schools sub-committee called for teachers to lose a whole session's pay if they took part in industrial action which effectively disrupted a whole morning or afternoon.

In a separate development, Buckinghamshire warned that it would begin deducting pay from NUT members who refused to cover for colleagues who refused to cover for colleagues.

At least another seven authorities, including Solihull and Dudley, are understood to have already deducted a whole session's pay in response to action.

Two Welsh counties and two English shire counties are said to have reduced the level of industrial action in schools by making large deductions.

One well-placed source said: "The tactic is certainly working. Wherever authorities have responded by making whole-session deductions, the unions have backed down."

"But most authorities have chosen not to make an issue out of it because they want to avoid a public confrontation."

A National Union of Teachers spokesman warned: "Authorities doing this may be guaranteeing themselves worse trouble in the future. Our tactics have not changed. We are not backing down, but our strategy is developing all the time."



In Britain's multicultural society schools are still obliged to provide a collective daily act of worship, which is discussed in the Religious Education Extra page 17-22. But in primary classrooms everywhere balloons and Baby Jesus still mean Christmas.

Photo: Richard and Sally Greenhill

Thatcher urged to hold back inquiry

by Biddy Passmore and Richard Garner

Mrs Thatcher will be told by Cabinet colleagues next week that the Government should resist mounting pressure to take early action to resolve the teachers' pay dispute.

The secret committee of ministers that has been examining ways of ending the dispute will advise her to sit tight and await the outcome of informal talks on the current year's pay claim that are about to start up again between unions and employers.

But, if there is no sign of an end to the deadlock early in the New Year, the group is believed to favour the setting up of an independent and wide-ranging inquiry into teachers' pay and conditions.

The group, chaired by Lord Whitelaw, deputy Conservative leader, and Mr Norman Tebbit, party chairman, has examined a whole range of options, from removing responsibility for paying teachers from local authorities and handing it to the Exchequer, to devolving pay negotiations to local level. But an inquiry is currently believed to be the front-runner.

Sir Keith Joseph will be asked to institute such an inquiry by Mr Sydney Chapman, Conservative MP for Chip-

ping Barnet, in the House of Commons next Tuesday.

County councillors in Hampshire - who include Mr Philip Merridale, former Conservative leader of the employers' side in pay negotiations - have voted in favour of an independent review body as the "best way forward" for settling the dispute.

However, while union leaders acknowledge there will still be massive problems over teachers' pay even if the resumed talks lead to a settlement of this year's dispute, they are wary about the prospect of an inquiry.

A majority would now like to see if they could negotiate a pay and conditions package with the local authorities - and then jointly approach the Government for extra cash to finance it.

Cabinet ministers have been under great pressure to announce an inquiry from Mr George Younger, the Scottish Secretary, because the Scottish dispute has lasted longer, is more severe, and shows no sign of resolution.

Leaders of the management panel agreed on Wednesday afternoon to hold informal talks with the teachers next week, but warned them of their dire financial plight.

Distance learning . . . from Space

From Bill Norris in Washington

Children in more than 3,000 schools across the United States will be getting their first lessons from Space next month. Christa McAuliffe from Concord, New Hampshire, who has been chosen to become the first teacher astronaut, will be giving two periods of live instruction from the Space shuttle Challenger.

Schools will be linked to the shuttle transmissions either through their own satellite dishes, which will give them access to NASA's coverage of the

"flight," or via relays from their local public television stations. Those with satellite dishes will be able to use a special telephone link to question Ms McAuliffe.

Ms McAuliffe, who describes the venture as "the ultimate field trip", will spend the first lesson giving a guided tour of the Space shuttle. She will have been living there for five days before transmissions begin.

During the second lesson, when she will be describing the shuttle's value in

observing the Earth and conducting experiments, she will also discuss the limitations of working in Space and the prospects for a permanent Space station.

Ms McAuliffe will also be conducting experiments on board the shuttle for videotape transmission to schools. These will include demonstrations of the laws of motion, magnetism, the formation of bubbles in a weightless environment and the effect of microgravity on plant growth.

The group, chaired by Lord Whitelaw, deputy Conservative leader, and Mr Norman Tebbit, party chairman, has examined a whole range of options, from removing responsibility for paying teachers from local authorities and handing it to the Exchequer, to devolving pay negotiations to local level. But an inquiry is currently believed to be the front-runner.

Sir Keith Joseph will be asked to institute such an inquiry by Mr Sydney Chapman, Conservative MP for Chip-

ping Barnet, in the House of Commons next Tuesday.

County councillors in Hampshire - who include Mr Philip Merridale, former Conservative leader of the employers' side in pay negotiations - have voted in favour of an independent review body as the "best way forward" for settling the dispute.

However, while union leaders acknowledge there will still be massive problems over teachers' pay even if the resumed talks lead to a settlement of this year's dispute, they are wary about the prospect of an inquiry.

A majority would now like to see if they could negotiate a pay and conditions package with the local authorities - and then jointly approach the Government for extra cash to finance it.

Cabinet ministers have been under great pressure to announce an inquiry from Mr George Younger, the Scottish Secretary, because the Scottish dispute has lasted longer, is more severe, and shows no sign of resolution.

Leaders of the management panel agreed on Wednesday afternoon to hold informal talks with the teachers next week, but warned them of their dire financial plight.

THIS WEEK

COMMENT
SCHOOL TO WORK
PRIMARY
OVERSEAS NEWS
LETTERS
PERSONAL COLUMN
NOTICEBOARD AND
CROSSWORD

CLASSIFIED 28



A child in trust page 4

The plague: views from a historian and a doctor page 15



A child in trust page 4

Module making page 13



A child in trust page 4

Resources: Christmas activities page 26



A child in trust page 4

NAB raises the stakes

The National Advisory Body is at odds with the Department of Education and Science on two major issues. The first is the size and shape of teacher education; the second is the size of the 1987 entry to public sector higher education as a whole.

NAB's teacher training plans for 1986-87, submitted in September of this year, were sent back by Sir Keith Joseph who asked the board to have another look at the numbers and institutions for primary initial training and come up with more radical proposals for rationalization. In effect what Sir Keith was saying was that he had no blue print of his own, nor had he or his officers passed on to NAB any formal criticisms of the criteria on numbers which the board had laid down for its own guidance, but that he felt, all the same, that the colleges had got off too lightly and that he could not live comfortably with his conscience without some more conspicuous blood-letting.

NAB is a serious body. It includes among its number some formidable local politicians and is served by a secretariat which cannot change its advice every time the Secretary of State coughs. Not surprisingly, it did not take kindly to Sir Keith's peremptory rejection of its advice. All it was prepared to offer was to review long-term plans for teacher-education along with the rest of

public sector higher education in the context of the 1987-88 planning exercise.

Only thus could NAB put teacher education in the broader perspective and arrive at sensible decisions affecting multi-purpose institutions, as well as do justice to colleges which specialized wholly or largely in teacher education.

Sir Keith's reply was short and to the point: NAB has till May 7, 1986 to come up with the advice which he wants, otherwise the planning exercise will be taken over by officials of the DES.

The stage is set for confrontation. NAB is likely to stand back and tell Sir Keith and his officials to get on with it, while reserving to itself the right to carp and criticize the mayhem which Sir Keith thinks he wants. It will be an absurd waste of NAB's planning mechanisms and NAB's potential for making decisions which are accepted across the system. If Sir Keith had a clear idea what he wanted it would have been helpful if he had passed this on to NAB, or at least set it out for public discussion. NAB, after all, has been open about these things. If, on the other hand, what lies behind this is something much less coherent than a set of consistent criteria, there is not much to be said now for another exercise behind closed doors by ministers and their advisers.

NAB promises to become increasingly political

As for the larger matter of student numbers for public sector higher education as a whole, this reflects the perennial tension between access, on the one hand and resources on the other. The colleges have expanded faster than their resources so the "unit of resource" - the cash per student - has been reduced.

The colleges and their education authorities are now saying that this process has gone too far and that the time has come to restore the unit of resource, i.e. cut the student entry for 1987-88 by 10 per cent, unless Sir Keith puts up more money. As always, the politicians, and the tradition of further education they stand for, are instinctively on the side of access, while some of those who speak for the colleges - and particularly the polys - are more disposed to compare the way resources have been squeezed in the public sector with the more resource-conscious control of numbers by the universities.

In the end, however, there was general agreement that this time the unit of resource had to take precedence, otherwise the colleges were on a slippery slope. Doubts about the defence of standards would be confirmed if colleges were asked to press in more and more students without adequate provision.

NAB promises to become increasingly political

as the election comes over its planning horizon. When better to press for more money for higher education than in the run-up to an election? Mr Patten's indiscretions have done no more to articulate thoughts shared among politicians of shades of opinion.

If NAB becomes too political then it will lose a political response, which could be the end of the brief attempt to share power between the DES and the local authorities. In its present mood, the DES is easily misled and does not care to be frustrated by village Hampdens. But NAB is right in feeling that if it is not given any long-term assurances about resources it cannot afford to be the underfunding of the colleges institutionalized in yearly admissions plans.

There will be a lot of huffing and puffing before this storm is weathered. The Government will of the authorities' bluff on access. If it came to the push, the authorities' solid front might not prove to be so solid after all and the instinct to keep the doors open might prevail. By the same token, it would not do to treat Government funding projections as if they were chiselled in stone. At their estimates of future student numbers, notoriously open to revision. When the chips are down, it may not be as difficult as it now appears to reach a compromise.

COMMENT

In search of cash and commitment

Rumours that the Government is planning to set up an inquiry into teachers' pay and conditions have gathered pace during the past week. More may be known after a meeting due to take place a few days hence between the Prime Minister and the small group of senior ministers, including Lord Whiteley and Mr Norman Tebbit, which has been taking stock of the present situation in England and Wales, and the separate dispute in Scotland. It is not clear at this stage whether this meeting is to enable the group of ministers to brief Mrs Thatcher and put their proposals to her, or for them to take delivery of her wishes. (In the end, it may come to the same thing.) The outcome in the New Year could be some form of independent inquiry, concerning all aspects of the current dispute - that is not just pay, but also the teachers' contract and professional responsibilities, and the salary structure.

This leaves many questions un-

answered at this stage. What happens about 1985-86? The employers may now be willing, as requested, to hold informal talks with the teachers' leaders, with a view to an early meeting of Burnham where an improved formal offer might be made. But it must be exceedingly unlikely that they will formalise their earlier informal offers without solid guarantees from the teachers that action will be called off. It has, however, been made quite clear that the teachers' leaders intend to follow any January settlement of the 1985-86 dispute with a demand for 1986-87 which the employers cannot possibly meet, and to restart sanctions on this demand at an early date. Why should the employers buy a truce on those terms? Why should ratepayers - including teachers - think that would be a sensible bargain?

Presumably, the task of an independent inquiry would be to come up with a package which represents the "best" deal the teachers and their employers could hope to reach. That is to say, from the Government's point of view, judging the minimum cost of a deal which will buy off the teachers while achieving secure commitments on duties, a salary scale with appropriate incentives, and an appraisal scheme to be implemented over a period of years. From the teachers' point of view it must represent the other half of the



Mrs Thatcher... under pressure for inquiry

same equation - the maximum benefits which can be squeezed out of the employers for a deal which will never satisfy everyone. The judgement of the inquiry will be measured by the skill with which its members strike a balance to which all parties can give grudging assent. It sounds like a job for King Solomon with the Archangel Gabriel and Lord Goodman as assessors, but if the trick were pulled off it would not be the first time the oracle has been worked in such circumstances.

But, and it is a big but, it would cost money, phased over a period of years,

and the knock-on effects would be incalculable. It is worth noting that on Wednesday the nurses came up with statistics showing they need a 45 per cent increase to make good their position relative to other non-manual workers. Catching up - for this is what it is about - is relative, not absolute. The relativities are always changing. The job of an independent inquiry would be to tie any settlement to closely to conditions of service as to make the suggestions of a one-off deal plausible.

Once pay and conditions have been brought together, however, it would

be quite wrong to keep Burnham in

present form. A reform of the Remuneration of Teachers Act is no longer the present dispute, but Burnham's new stands is finished and an inquiry would administer the last rites. The most likely outcome would be a new Burnham with wider terms of reference. Nationalization or municipalization - the two extremes repeatedly being discussed - only become remotely possible in the context of a local reconstruction of local government finance. Such a reconstruction has so far proved elusive but is a remote possibility if all Mr Baker's most modest suggestions are turned down. But neither radical alternative touches the real issue, which is hard cash: the object of an inquiry now must be to find a way for the teachers to get more cash on terms which the Government can justify without loss of face.

...no comment

Asked at a press conference about the prospect of the NUT calling off the industrial action if other teachers would settle the pay dispute, Mr Fred Jarvis, the union's general secretary, said: "Members will not want to return to normality."

providing off-shore safety and survival certificates, which incidentally is given free to the unemployed, has now been recognized by national trade unions as being superior to similar courses elsewhere in the country.

There are now two new sports centres on site in Liverpool educational establishments which, together with the four which were created last year and their close ties with neighbouring schools, are another example of the remarkable improvements which this authority has made.

In conclusion, I would say that rather than criticise at every opportunity and listen to the ramblings of the Communist Party members in the leadership of the NUT, those commentators, academics and union leaders should consider the improvements, and if they can find another authority which has made the same progress in such a short time, they should all seek employment there.

Domine Brady

Domine Brady is chairman of Liverpool Education Committee.

Pay not to blame for low morale, says minister

by Susannah Kirkman

Mr Chris Patten, the new Minister of State at the DES, has acknowledged that teachers' morale is low and has taken a sympathetic look at "the troubles besetting the teaching profession today".

In a speech to a National Association of Head Teachers' meeting in Trowbridge yesterday, Mr Patten said that rising expectations and an increasingly demanding curriculum, combined with falling rolls and restraints in expenditure, had made many demands on teachers. Pay was not the main reason for depressed morale.

The problem of falling rolls was compounded by spending restrictions. Changes like school mergers and early retirement schemes could actually cost additional money, Mr Patten admitted.

He recognised that financial restraints had unfairly penalized some of the more thrifty local authorities.

"I know how galling it is for many administrators and teachers that the

method of financing education has not ensured that the prizes have gone to the right people," Mr Patten said.

Rising unemployment had added to teachers' burdens, the Minister of State suggested. Schools had, rightly, been forced to adapt the curriculum so that they could prepare pupils effectively for employment.

Teachers also had to grapple with changing attitudes to authority within society. Yet there were still some people who expected schools to solve all their social problems.

"I can understand how angered teachers must be by those parents who seem to think that they can shuffle off all their own primary responsibilities onto the schools their children attend," Mr Patten said. "Parents who put the entire blame on our schools for everything from football hooliganism to the decline in Christian values might look a little harder at their own example and record before they cast the first stone."

Good schools should work in partnership with parents, Mr Patten urged. The dramatic effects of the 1981 Education Act on special education needs were putting extra pressure on teachers, he suggested. Many were now teaching pupils from a much wider range of intellectual and physical ability.

"The ordinary teacher is once again

cast in the role of an agent of social change, expected to break down the barriers of isolation between those with handicaps and the rest of society," the Minister of State acknowledged.

Teachers were also concerned that they had fallen lower in public esteem. But, taking a tougher stance, Mr Patten said that teachers themselves were partly to blame for this. The "current campaign of maximum disruption of schools at minimum cost to teachers" would not increase the regard in which they were held, neither would their refusal to negotiate with the employers, nor the apparent re-

luctance of those ILEA teachers to allow contact between their schools and the police.

As for many teachers' complaints that the exam system was producing an over-traditional and narrow curriculum, Mr Patten said that the Government's "extensive reform" of public exams would "ease the tensions".

GCSE, A/S levels, CPVE and other pre-vocational exams would undoubtedly add to the demands on teachers, but they would make "worthwhile" qualifications available for a much wider range of pupils.

Government measures like setting up of the Council for the Accreditation of Teacher Education would help to raise the esteem in which teachers were held by improving the quality of initial teacher training, Mr Patten proposed.

And the Government had shown its commitment to in-service training by linking it to education support grants. Systematic appraisal of teachers

would also enhance their professional development, and teachers should not be apprehensive about it, Mr Patten insisted.

Promotion prospects would also have been improved if teachers had accepted the employers' September pay offer, which would have allowed promotion for one in five teachers, Mr Patten suggested.

Shortages of teachers in maths, physics and technical subjects might be met by making maximum use of late entrants to the profession or of teachers who returned after a career break, Mr Patten said.

The Government's plan to establish "broadly agreed objectives" for the school curriculum would make quite clear what teachers themselves were expected to do. The objectives themselves would be "a prerequisite for judging whether they are doing their job well, and a defence against Kafka-like accusations that they have failed in some unspecified task", Mr Patten said.

Sort out graffiti row, I.e.a. told

by Mike Durham

Sir Keith Joseph has intervened in the Poundswick High School "obscene graffiti" dispute with a call to Manchester I.e.a. to find a solution.

But Sir Keith has decided there are no grounds for him to issue a default notice ordering the authority to reopen the school.

In a letter to Manchester I.e.a., Sir Keith says he is concerned about the prolonged disruption to pupils because of the dispute, which has virtually closed the 1000-place school for three months.

Teachers at the school were sent home or took strike action after refusing to teach five boys alleged to have scrawled obscene and racist graffiti about staff on the school walls.

Sir Keith asks the authority how it proposes to fulfil its duty to educate pupils at the school. But he says that there is no reason for him to intervene directly.

In a separate letter to Labour MP Mr Alf Morris, Sir Keith explains that he decided not to issue a default notice after making detailed enquiries about the I.e.a.'s handling of the dispute.

Six MPs and 26 members of the public have complained to the Secretary of State about the dispute.

Mr Nick Harris, education policy chairman, said: "We welcome Sir Keith's letter. It's effectively saying that we have dealt with the dispute according to the proper procedures."

"We have always felt it was a local issue and that we would find a solution without the need for any intervention from the DES."

Talks between the authority and the teaching unions under the auspices of Acas, the advisory and conciliation service, are to resume next week and the I.e.a. is to keep Sir Keith informed of developments.

Government bids to end university 'jobs for life'

by Biddy Passmore

Details of a new law which will end university lecturers' present right to a job until retirement were published by the Government in a consultative document on Monday.

Under the law, likely to be introduced in the 1986-87 session, three statutory commissioners would be given powers to change university charters and statutes so that lecturers could be sacked if they were incompetent, surplus to requirements, or if the university could no longer afford to pay them.

The Association of University Teachers and the Committee of Vice-Chancellors and Principals have been given until the end of February to submit their views on the proposals.

The changes, enabling universities to dismiss dons for reasons of redundancy or economy, would apply only to new appointments or to lecturers already in post on promotion.

But the changes relating to "failure satisfactorily to perform the duties of the post" would apply to all staff.

The document proposes that the Commissioners would have the power to incorporate safeguards for academic freedom in any changes they make - that is, freedom to research, publish and teach without being victimized for their views.

Monday's announcement brings to an end more than three years of to-ing and fro-ing between the Education Secretary and university vice-chancellors on this question.

Lecturers' job tenure has been a matter of concern to ministers ever since it proved a serious obstacle to universities trying to shed staff after the 1981 cuts.

This week, Miss Diana Warwick, general secretary of the AUT, accused the Government of trying to produce "a charter for rapid hire and fire". The



On the way out? - lecturers' security of tenure.

proposals were "an appalling infringement of the autonomy of the universities", which had been maintained for hundreds of years, she added.

Dr Brian Taylor, secretary to the vice-chancellors' committee, was not much more welcoming. The plan was irrelevant to the immediate problems of the universities, he said, although he welcomed the consultative nature of the proposals and the commitment to safeguard academic freedom.

Professional Association of Teachers

WERE YOU THINKING OF JOINING US?

PAT membership increased dramatically in 1985 and now stands at 40,000.

PAT invites you to join the growing body of teachers committed to a combination of moderation and professionalism.

All you need to do is write to the following address (no stamp required):

Professional Association of Teachers

FREEPOST
Department EW
99 Friar Gate
Derby DE1 9BR

Second opinion

Liverpool hits back



I feel I must respond to the continued attacks on Liverpool City Council and Education Authority.

First, it is true that there have been many difficulties experienced by teachers and pupils as a result of the financial crisis in the city. However, it is equally true that as much if not more disruption has been caused directly by the continued industrial action by teachers in the city.

Again, I will go on record on behalf of the city council indicating its support for the teachers' pay claim and point out that at a recent policy meeting of the Association of Metropolitan Authorities, a recommendation moved by Mr John Hamilton, council leader, for a unified campaign by local authorities in support of the teachers' pay claim was thrown out by other authorities including some Labour ones.

It seems to me therefore that a council which has publicly and positively supported the teachers is subjected to vilification, court proceedings and more importantly a disruption to the educational future of its children by certain elements in the teaching profession.

of 48 Labour councillors against the Government has meant that they are now faced with threats of bankruptcy, disqualification and imprisonment for defending the education service in the city, which is currently £25.3 million over Government targets. I only wish that members of the teaching profession whom I had hitherto regarded as individuals of honesty and integrity, recognized this massive overpricing and either gave positive support to the council or recommended to us which areas of the education service they feel should be cut back.

While they may not be so newsworthy, I feel some of the city council's educational achievements should be demonstrated. Readers may be aware that about three or four years ago Liverpool, and its secondary sector in particular, was probably the most heavily criticized educational authority in the country. Now Liverpool has implemented a massive secondary schools reorganization, the by-products of which can be demonstrated in a teacher/pupil ratio which is lower at all levels than any other authority (including ILEA) in the country.

Second, regarding falling rolls, I understand that another judicial council initiative to set up a course

Liverpool has reduced its number of school places in the secondary sector more than any other authority in the country.

The final point I would make is that at a recent seminar of the Society of Education Officers, their investigations demonstrated that when all the relevant educational variables are considered; the academic success of Liverpool pupils is as high as anywhere else in the country.

Other important improvements can be seen in the city council's much-warranted nursery programme; at a time when many other local authorities are cutting back on nursery facilities, Liverpool's strategy of opening new nursery facilities again leads the country.

In the past six months, again contrary to national trends, Liverpool has increased its essential school clothing grants by 130 per cent at a time when many Liverpool families are increasingly affected by unemployment. Charges in schools for meals, etc have not been increased in a three-year period.

I understand that another judicial council initiative to set up a course

PLATFORM

The report of the Blom-Cooper inquiry, *A Child in Trust*, into the death of four-year-old Jasmine Beckford while in the care of Brent social services makes a remorselessly tragic reading. Its 300 pages lay bare a depressing chronicle of professional ineptitude and wrong-headed decisions which collectively and unwittingly permitted what the report describes as "a predictable and preventable homicide".

Virtually no individual or organization emerges blameless, let alone with credit, from its pages and by the close it is impossible not to conclude that the criticisms aimed at magistrates, health visitors, teachers and, above all, social workers are entirely justified.

But the Blom-Cooper inquiry is only the latest in a score of such inquiries held in recent years. Child abuse is on the increase. The National Society for the Prevention of Cruelty to Children estimates that the number of cases of abused children has risen from 4,700 in 1979 to more than 7,000 in 1984. How can it be that so many children slip through the net of preventative services and legislative procedures which are designed precisely for their protection?

There is, moreover, a growing knowledge about the predictability of child abuse. It is now established, for example, that the likelihood of battering is greatly increased where the adult himself has been battered as a child, where the adult is of low intelligence and where he or she is not the child's natural parent. All these factors were present in Jasmine's case but were ignored in the decision taken to return her to her family.

Amongst the catalogue of errors listed by the report, a catalogue which includes inadequate training, poor liaison and weak supervision, two persistent themes stand out. The first is that the handling of the case was, from very early on, informed by the assumption that the child should be rehabilitated with her parents and thus the focus of the work was almost exclusively concerned with them rather than with the child; the second and related theme was the social workers' unwillingness to use their legal and professional powers.

It is not, of course, that Jasmine's step-father, to accuse Jasmine's social worker of "a naïveté almost beyond belief". Both of these factors, fatal for Jasmine, have profound implications for the management of cases of child abuse.

To a significant extent the actions of social workers are coloured by society's fluctuating judgements of them. Thus the public outcry following the death of Maria Colwell in 1974 led to a marked increase in the number of children taken into care, particularly through "place of safety" orders.

In recent years, however, a critical backlash has accused social workers of abusing their statutory power and of



A child in care, a child in trust

Following the Jasmine Beckford inquiry David Dale argues for the re-assertion of professional authority

riding roughshod over the rights of parents. Increasingly this criticism is to be seen as the Family Rights Group, but also from councillors sitting on social services committees, particularly those of left-wing local authorities. Only a few months ago the social workers of one London borough were moved to express their lack of confidence in their own employers for what they saw as the constant denigration of their judgement in child care cases. Legislation demands that the interests of the child are paramount and Blom-Cooper is right to point to the failure of Jasmine's social worker to abide by this demand. At the same time, social workers need to know that when they do override parental wishes (an action which will undoubtedly increase as a

result of this inquiry) they will have the support of their employers. That support must be unequivocal. Beneath almost all the evidence given to the inquiry the committee detected "an attitude (which regards) the parents of children in care as the clients rather than the children in their own right", an attitude which is "the negation of any authoritarian role in the enforcement of care orders". Social workers are notoriously reluctant to use authority in their dealings with clients. Partly this is due, as in the Beckford case, to inexperience and inadequate supervisory support; partly, too, to the difficulty of confronting aggressive, even violent clients. But whatever the reason, the reluctance to use authority is all the more disturbing when one considers the degree of

power vested in social workers precisely for the purpose of protecting children. As the report states: "Authority is not a dirty word... (but) an essential ingredient in any work designed to protect abused children". But, as with the advocacy of a more professionally "authoritarian" role - "authoritative" - is perhaps a more appropriate term - conflicts, not just with the preferred approaches of some social workers, but also with those of some councils. Several local authorities have now dropped the requirement that their social workers be qualified. One must hope that in the light of this report and its recommendation for increased training, this policy will be reversed. The evidence of Harrogate's highly professional child abuse unit, for ex-

ample, confirms that the use of authority is crucial for the protection of children.

While the deficiencies of the social services attract the heaviest criticism, the committee also finds the response of Jasmine's teachers to have been inadequate. It argues that the signs of abuse should have been spotted and that the school was negligent in not informing the social services of Jasmine's total non-attendance from September 1983 until her death the following July. The report rightly insists that schools have a vital monitoring role to play and amongst its recommendations it advocates an extension of the duties of education welfare officers to include children under the age of five and the designation of teacher-inform officers in respect of every child in care or on the local authority's child abuse register.

The recommendations affecting social services cover many aspects of child abuse. Crucially they include an extension of pre-qualifying training, a reversal of the "genericist" philosophy which has been the basis of the social work structure since the Social Work Act of 1968 (a document whose utopian vision is increasingly seen as the misguided muddle that it is, doubtfully was) and greater legal training. These proposals take on a particular urgency coming, as they do, at a time when the Government is about to cut, rather than increase, expenditure on social work training.

In 1945 the Monckton Report on the death of Dennis O'Neill, the first public scandal involving the death of a child in care, stated that "the person (i.e. the social worker) in care for the child as his own... cannot escape the conclusion... that there was too great a readiness to assume that all was well without asking sure".

The observer might be forgiven for concluding that nothing had been learnt in 40 years. This would not be true, however. We now know a good deal about child abuse and in the way future changes will be taking place (lighten up both social work and the law. The British Association of Social Workers' code of practice, published last month, advocates return which go beyond those of the Beckford Report; the return to specialist workers now seems certain; more stringent safeguards are envisaged before an abused child is returned home).

In addition, new legislation for reform of child care law is likely to be proposed next year. Blom-Cooper's proposals will play an important part in these changes, at the centre of which should stand his recommendation "that the law should state that a child in care is a child in trust."

David Dale is a social worker with Westminster City Council.

NEWS

Gaps in special provision

Only one school in a hundred has been modified to help cater for children with special needs since legislation aimed at encouraging them to be educated in mainstream education, according to a new survey.

The survey, carried out by the National Association of Schoolmasters/Union of Women Teachers also shows that less than half the pupils classified as handicapped before the 1981 Education Act appear to have received written statements of their needs as called for in the legislation.

The union survey covered 4,418,887 pupils in 16,738 schools in 61 local areas and showed that only 0.02 per cent had been

"statemented" in accordance with the Act. This accounts for 46 per cent of those previously classified as handicapped.

The survey reveals that 4,985 pupils in ordinary schools had been "statemented" but indicated that 5,805 pupils were actually placed in special units attached to ordinary schools. "This suggests that virtually no statements exist in respect of children fully integrated into ordinary classes."

"Out of 15,847 schools only 212 (1.3 per cent) have been modified by the addition of ramps, lifts etc, to cater for children with special educational needs stemming from physical disability."

McOUP and FCOUP
College of Preceptors
Membership
for those engaged in
Education



Introducing The College of Preceptors
The College is the only chartered professional body in England & Wales for teachers and educational administrators. It is privileged to have been granted a Royal Charter in 1849. It is an independent and international forum for debate on educational issues and an examining body.
For a copy of the Guide to Membership and for further information: The College of Preceptors, 44/45 Museum Street, London WC1A 1AR

DES offers 'lunchtime clarity'

by Biddy Passmore

New lunchtime supervision arrangements would bring clarity to a long-confused situation for teachers, Sir Keith Joseph said last week.

Moving the Second Reading of the Bill enabling him to give extra grants to local authorities for separate lunchtime payments, Sir Keith said teachers had long clamoured to have midday supervision removed from voluntary in 1968 they had increasingly used "a ruse of goodwill" as a weapon of disruption available at almost no cost to themselves.

It would be for teachers to decide whether teachers be given the opportunity to take part and enter into a separate contract for midday supervision in addition to a normal teaching contract, he said.

"At all events," the Education Secretary continued, "those teachers who feel that they need a break to come fresh to their classes in the afternoon will not be pressed to participate in supervision. Teaching is often stressful and I am sure that many teachers will be pleased to be relieved of that burden."

The Bill, which was passed with a majority of 106, raises the question of how it will be financed through Education

port Grants from half to one per cent of local education spending, an increase of £55m.

This was needed to create "headroom" for the £40m that Sir Keith and Mr Nicholas Edwards, the Welsh Secretary, intend to add to the programme of ESOs next year to cover the extra cost of supervision payments.

Sir Keith undertook not to use any of the extra half per cent for anything other than midday supervision until the Government's review of local authority finances was complete.

Mr Giles Radice, Labour's education spokesman, said Labour was opposed to the way the grants were being funded. Even though the Government was providing 70 per cent - of the extra cost, 30 per cent would still have to be met from local authorities' own money. And there

was no guarantee that central government would continue to meet most of the cost.

He also attacked the Bill's limits, saying the fact that it was being rushed through during the dispute without consulting teachers was bound to be considered "provocative". There was "glaring contrast" between Sir Keith's complete inactivity in solving the dispute, he said.

Mr Clement Freud, Liberal education spokesman, also opposed the Bill, which he described as "depressing, irrelevant and illogical", and pointed out that if non-teachers were to be able to command as much authority as teachers.

Mr Harry Greenwood, Tory MP for Ealing North, echoed this concern. A substantial element of supervision by teachers was essential, he said, because they alone had the expertise to handle children.

Mr Chris Patten, minister of state at the DES, who was replying to the debate, said it was not sensible to suggest that supervision could be carried out only by teachers. More than 80,000 people who were not teachers were already employed to assist in supervising children.

NEWS

Plan to hive-off Scots universities

by Willis Pickard

All eight Scottish universities will be hived off from the University Grants Committee and become directly responsible to the Scottish Education Department if recommendations from a Government-appointed council are accepted.

This move for devolution comes from the Scottish Tertiary Education Advisory Council (STEAC), which was asked by Mr George Younger, Secretary of State for Scotland, to look into the planning and funding of higher education.

The council suggests that the present arrangement by which universities, unlike the rest of Scottish education, are responsible to the Department of Education and Science, through the UGC, is unsatisfactory.

The report recommends switching funds to the SED. The department would receive the same amount paid to

the eight universities from the UGC. The money would be disbursed, along with funds for advanced-level colleges, through a new Scottish Higher Education Planning and Funding Council (SHEPFC). This proposed body would combine the roles exercised south of the border by the UGC and the National Advisory Body.

STEAC, chaired by Mr Donald McCallum, a director of Ferranti, said of evidence given about the UGC's shortcomings: "The main criticism made of the UGC was that it did not adequately recognize or understand the distinctive features of the Scottish higher education system and consequently did not take these adequately into account in its planning and funding decisions."

STEAC seeks, however, to placate university concerns about devolution - concerns so powerfully expressed in

the late seventies that the universities were excluded from the ill-fated legislation to set up a Scottish Assembly.

The report urges arrangements through the advisory board for the research councils to safeguard Scottish access to research funds. And the Croom committee, currently reviewing the UGC, should be asked to consider how Scottish universities can continue to be part of the UK-based system of peer review.

The new Scottish Higher Education Council would not be asked to implement STEAC's other principal recommendation - to close three of the remaining seven colleges of education. That is a job for the government, which should face up to the fact that the projected student population of 5,000 can be accommodated in three non-denominational institutions plus a Roman Catholic one.

STEAC strongly supports continuation of education separate from university and polytechnic central institutions because it believes that mergers would undermine the teacher-training function and the close links with schools. So the English model of teacher-training through university education departments is rejected; a review of the sole example of the practice in Scotland - at Stirling University - is suggested; and a simple reduction in the number of colleges is the logical consequence. No names are mentioned, but the small colleges of Craigie in Ayr (within Mr Younger's own constituency), Dunfermline College of Physical Education and Dundee College look most at risk.

Mr Younger has asked for views on STEAC's recommendations by March 27.

Exam boards plan merger

The Royal Society of Arts and the London Chamber of Commerce and Industry are considering ways in which they can merge their exam activities.

The two boards feel they may need to join forces to protect their position in the market, as the Government's Review of Vocational Qualifications is seeking to streamline the vocational qualifications on offer.

Between them, the boards receive over one million exam entries a year, mainly in business and secretarial studies, and in languages, including English as a foreign language. The LCCI has a large market overseas. If they merged, the RSA and the LCCI would form the largest exam board.

Continental school day 'proving popular'

by Diane Spencer

The "continental school day" has proved popular with staff, pupils and parents, teachers at a conference organized by the Industrial Society in London were told this week.

Mr Ken Sanby, head of Tideway School, Newhaven, said the first year had proved "highly entertaining". One local councillor opposed the scheme claiming it would cause an increase in teenage pregnancies, while a local police chief predicted an increase in juvenile crime.

Their fears have not been realized. He said he wanted to introduce a different working pattern of an earlier start and end to the day as he believed that afterwards were far less productive. And he wanted to reduce or eliminate lunch time.

"I am opposed to the idea that the 'haves' (those gifted in music, gymnastics or drama) can do their practice while the 'have-nots' can smash the place up." He challenged anyone to do a cost-effective exercise in time spent profitably by very few pupils in this way in the lunch hour against time

worked by the rest. So he organized the timetable so that the day now begins at 8.10 with registration and assembly with lessons starting at 8.25, a 35 minute break for lunch at 12.30 and the last period ending at 2.15.

In the afternoon pupils were encouraged to stay on for sports, TVEI work, music and drama. Duke of Edinburgh Award schemes or supervised homework. Staff, industrial action permitting, met for discussions or



Roger Scruton

World Studies 'propaganda' Scruton

In a fresh assault on the modern school curriculum, right-wing campaigner Professor Roger Scruton has condemned World Studies teaching as propaganda masquerading as a discipline.

Dr Scruton claims in a pamphlet, *World Studies: Education or Indoctrination?* published this week that the subject is "in reality no more than a set of highly-dubious political assumptions and foregone conclusions".

But his comments have been challenged by the head of geography at one north London comprehensive singled out by Dr Scruton for a particularly fierce attack.

Dr Scruton, professor of aesthetics at Birkbeck College, London, says World Studies "masquerades as a 'discipline' whose aim is to produce an open mind towards the differing cultures and varying conditions of humanity."

"In reality, however, its purpose is quite opposite," Dr Scruton alleges. "It is designed to close the child's mind to everything but the narrow passions of the radical."

He also attacks teaching methods which include the use of games, role-playing and drama to even the experience of different cultures, because they stimulate emotional reactions instead of analytical ones in children. As an example, he cites teaching at Hackney Downs School, a north London inner-city comprehensive run by the Inner London Education Authority.

But Mrs Lynn Raphael, head of geography at Hackney Downs, said there was no such thing as a "World Studies" course. "If Professor Scruton had been down to the school himself he would know that we don't teach it."

World Studies: Education or Indoctrination? £4.50 from Institute for European Defence and Strategic Studies, 13-14 Golden Square, London W1R 3AG.

Worried sports chiefs call for games policy

by Geraldine Hackett

A top-level meeting to discuss possible action to stem the decline of team games in schools was held this week with Sports Minister Dick Tracey.

Fears are that rugby, football and cricket are not being played on anything like the scale they were played in schools 10 years ago.

The national governing bodies for the three sports want the Government to co-ordinate a national policy for physical education in and out of school.

The delegation was led by Mr Peter Lawson, general secretary of the Central Council of Physical Recreation. With him were Mr Peter May, chairman of the selection committees of the Test and County Cricket Board; Mr Charles Hughes, the assistant national coach at the Football Association; and Mr Ron Tennick, secretary of the Schools' Rugby Football Union.

The minister asked the CCPR to present the joint views of the national bodies in writing and he promised to discuss possible ways of tackling the

issue with the Department of Education and Science.

The council wants an investigation of what it sees as a lack of qualified staff for teaching games in primary and secondary schools. The council fears that the broadening of the curriculum has provided too many options for games lessons and that this works to the detriment of team games.

"We are trying to develop links between schools, local authority recreation departments, voluntary sports clubs and other associations in order to contribute to out-of-schools sports programmes," said a CCPR spokesman.

"We are trying to get greater liaison between the Department of Education, which is responsible for sports after school age and the Department of Education, which is responsible for sport in schools."

A report by the Football Association last year highlighted the fact that less football is played in junior schools.

Burnham study calls for voluntary body

Support for sweeping changes in the way teachers' pay is negotiated comes this week from a study of the work of the Burnham committee.

In *The Politics Behind Teachers' Salaries* - a study of teachers' salary negotiations, Dr Rene Saran, principal lecturer in the department of politics

and government at the City of London Polytechnic, argues the case for a voluntary pay bargaining body.

"The time has come to be seen for negotiating machinery being voluntary rather than statutory," he says. "Anything to do with statute creates dependency on the State and the State

means that employers and unions are inordinately constrained in their negotiations."

The book's conclusions will add weight to the campaign being waged to scrap Burnham and replace it with a voluntary body which can negotiate both pay and conditions.

The definitive North Sea Oil exploration/production reference map and atlas

North Sea oil and gas Map

North Sea/N62 Atlas

North Sea North 62 Atlas

OPL

Ordering

£5.00

Survey pinpoints greater cost for l.e.a.s of new developments

by Mike Durham

While the money spent per pupil has risen over the past five years educational provision has deteriorated according to a new survey of local education authorities.

In its report *Changes in education provision 1980-1983* the Association of Metropolitan Authorities calls for more education funding.

It says that education spending per pupil has risen but has been outstripped by new demands, such as computer technology. In short, education is becoming more expensive.

The report was commissioned a year ago and written by Alan Crispin and Francis Marsden-Wilson, two independent researchers from the University of London Institute of Education.

They examined the apparent paradox of a drop in educational standards against a background of more money being spent on the average pupil in the past five years.

The researchers say: "While measures such as expenditure per child (or per teacher) and PTRs are at their highest or best for 10 years, the evidence from HMI, from local education officers and from many parents is that the level of resource provision is in many cases barely adequate and, in some, inadequate."

Spending on the average pupil, this means that the average pupil is better off than his or her predecessor.

The report sets out to test the assumptions by examining unit costs and trying to measure the "gap" between what was needed and what could actually be afforded.

To measure the "gap", a questionnaire was sent to all AMA local education authorities, asking for an assessment of the "qualitative" changes in the education service in the past five years.

The conclusion is that the paradox could only be explained if education was becoming more expensive per child, because of innovation, new technology and curriculum changes.

The study of education spending showed that unit costs had risen over the past five years in each of four categories - teaching staff, non-teaching staff, premises and supplies and services. Youth service and adult education unit costs also rose. The only area which fell was nursery education, where rolls have been slowly rising.

The questionnaire, answered by all but 13 of the 56 metropolitan authorities, showed that there had been a marked trend in both primary and secondary schools towards computer technology.

In secondary schools, there had also been a movement towards pre-vocational studies and life and personal skills training, often at the expense of traditional subjects like classics, foreign languages and music.

Other factors leading to higher unit costs in schools included:

- More staff to teach remedial subjects and ELL, better recognition of special needs, and more pupils with additional educational needs (AEN);
- The average pupil is older and more expensive to teach;
- School buildings will need to have money spent on them. Nearly two-thirds of the l.e.a.s had cut their interior decoration programmes, and nearly half had cut exterior maintenance. At the same time capitation had been reduced in many authorities, while parental contributions had risen.

A third of the authorities in the survey rated their overall effectiveness as only moderate in terms of exam results, career guidance, the match between teaching qualifications and course options available.

The researchers concluded: "Most authorities were pressing ahead with curriculum developments, taking on extra staff where necessary, and maintaining the level at which they provide education."

These activities were being felt in school maintenance and by teachers who were reported to be rushed and under stress.

The demands being made (per pupil) are increasing. Thus more resources are needed per pupil because of, to name but a few reasons, the curriculum activity, the rising proportion of pupils with additional educational needs, the knock-on effects of high youth unemployment and better recognition of special needs.

Mrs Nicky Harrison, chairman of the AMA's education committee which commissioned the report, said this week: "We all know that something is going dreadfully wrong in our schools. But we were always confronted with figures that seemed to prove that more money than ever was being spent per child."

"What this report does is to produce evidence of both of what is happening in our schools and why it can still happen despite those apparently 'good' figures."

Changes in education provision 1980-83, Summary (£2.50) or full report (£5) available from the Association of Metropolitan Authorities, 36 Old Queen Street, London SW1H 9JE.

Daneford: troubleshooters sent in

An eight-strong team of inspectors and education officers have been drafted into troubled Daneford School in the East End of London. Events at the school have been the cause of an escalating dispute between teachers and the Inner London Education Authority over ways of dealing with racist attacks and discrimination.

The team, half of whose members are black, is concentrating on anti-racist and multi-ethnic education at the school, and internal and external communications. Their presence at the school is being termed "a visitation" by the ILEA. An advisory head is also working at the school.

Announcing the decision at a meeting of the ILEA's education committee this week, Mr Barrie Stead, chair of the schools sub-committee, said extra resources are also to be allocated to the school.

to a number of schools in the East End, to help them to combat racism. They would cover curriculum and organization, language policy, site security, removal of graffiti, and monitoring of racial incidents, and disciplinary and employment policies.

They would also go towards improving translation and interpretation facilities, and ways of strengthening links with parents and local communities. The cost of the package has yet to be finalized, he said.

Mr Stead also announced an additional 25 mother tongue teaching posts for the authority.

Teachers protesting about attacks at Daneford have been demanding additional language, teaching resources, Bengali on the core curriculum, improved site security, and greater control over the school.

Charges against Ms Linda Starke and Mr Anthony Stevens have been dismissed. The case was continuing at the TES court.



Half million: 500K Acorn computer number 500,000 was presented to Rebecca Wood at Martindale School, Hove, last Thursday. The computer has been specially converted for use by spastic children. But the school has machines, using them on average only three times a week, when they need them three hours per day.

'Chairman's action' outlawed Dyslexia: ruling may force l.e.a.s' hand

by Susannah Kirkman

A High Court judge has outlawed the use of delegated powers by local authority committee chairmen - the frequently used procedure known as "chairman's action".

In a judgment on an appeal by the London Borough of Hillingdon, Mr Justice Woolf has ruled that the Local Government Act did not allow committees to delegate their powers to their chairmen.

The Hillingdon case concerned a planning notice, but the judge's ruling will be taken to apply to other local authority committee chairmen, including education chairmen.

Mr Justice Woolf said that under Section 101 (1) of the Act, delegation was restricted to council committees, sub-committees, an officer of the authority, or to another local authority. Hillingdon is studying the implications of the decision and is considering an appeal.

Lord Perry has heart operation

Lord Perry, 63, the first Vice-Chancellor of the Open University, underwent a triple by-pass operation in the Mid-lex Hospital, London last weekend, following a heart attack.

Poly director

Mr Christopher Price, Labour MP for Lewisham West from 1974-83, is to become director of Leeds Polytechnic. From 1980 to 1983 he was chairman of the Commons Education Select Committee. Since then Mr Price has been pro-vice-chancellor of the South Bank Polytechnic and a TES columnist.

A High Court ruling could force local authorities to recognize dyslexia as a special educational need and to improve their provision for dyslexic children.

Mr Justice Taylor has ruled that Hampshire l.e.a.s. had made "an error of law" in refusing to pay for a dyslexic teenager's education at an independent school with special facilities for dyslexic pupils. The 13-year-old boy's dyslexia was clearly a disability, the judge said.

Hampshire had decided that the boy did not need a statement of special educational needs and could be catered for in the B stream at an ordinary comprehensive school.

During the case, which was brought by the boy's mother, the judge was told that the boy had an IQ of over 140, but had become frustrated and depressed because of his difficulties with reading and essay writing.

Dr Harry Chasly, director of the Dyslexia Institute and the parent who gave evidence in the case, welcomed the decision as a "right forward" in the campaign for recognition for dyslexia as a special educational need.

Guidelines provided by the 1981 l.e.a.s. originally suggested that authorities should not statement dyslexic pupils with a single disability. This position would have to be discarded Dr Chasly told the TES.

"But we don't want parents to feel that this is a way to get a private education for their child. We want the l.e.a.s. to make their provision for dyslexic pupils as wide as appropriate training for teachers."

And although the Commission, nudged by the local authorities and the unions, affirms that training has to take account of the individual needs of the trained, it usually puts the needs of the economy first and the aim of developing good citizens some way behind.

Mr Patten told the teachers that the discussion of vocational education went to the heart of some of the old arguments about education - raising philosophical, historical, institutional and economic issues.

After a century of argument over the decision, which has brought deluge of criticism on the Commission's head, had been taken, he said, because of the Commission's attempt to tell "well short of what we could justify continued membership."

He condemned the degree to which the organization's work had been "harmfully politicized" and its client management, especially its spending and staffing at its headquarters.

Mr Ralston's statement was described as "shabby and dishonest" and "a kick in the teeth for the World" by Mr George Foulkes, Labour MP for Carrick, Dumfries and Galloway. He showed how the Government's consultation had been "a farce, a sham and a fraud."

While most of the money saved by withdrawal will go to the British Council, it will receive the money only if the Commission's area officials were to refuse to commit themselves to allocating the existing Mode B funding.

Any way to meeting the Commission's demand last month, for an extra £10 million over three years, was "unrealistic and unworkable," he said.

But the CBI representative told Mr Nicholson that this was unrealistic and

Minister speaks up for education

Responsibility for 16-19s must be shared, says Patten



Chris Patten... bidding to reclaim ground lost to the MSC

After years of ambiguity and retreat by the DES in the face of Manpower Services Commission expansion, a senior Minister moved this week to stake out a role for education in all the schemes for the under-19s.

It is saying that the responsibility for ensuring that young people are educated as well as trained cannot be left to the MSC or the employers.

The DES *revanche* was proclaimed in a speech on Sunday by Mr Christopher Patten, the recently-appointed Minister of State at the DES, who is known to be determined to give strong leadership to the education service and to reassert the department's central responsibility for shaping provision for young people.

He made it to a small audience of further education teachers at Coombe Lodge, the FE staff college, but his officials circulated the full text afterwards.

In his speech Mr Patten:

- Acknowledged that the MSC's interventions had caused "snags" and difficulties for the education service;
- Warned that excessive criticism of the service could be counter-productive;
- Ranked the individual needs of students and trainees as workers and citizens above the requirements of employers and the economy;
- Demanded that all young people in vocational programmes should get a broad education as well as job training and
- Envisaged the possibility of a quantum to monitor and control vocational qualifications.

The context suggests that Mr Patten is insisting that a liberal education should be part of the curriculum for youngsters in the Youth Training Scheme as well as for those on full-time college courses. While MSC statements have often specified "relevant education" or off-the-job training as part of the programme for all YTS trainees, they do not force providers to offer general education.

Furthermore Mr David Trippier, the employment junior minister responsible for the YTS, recently told the TES that he shares the views of his predecessor, Mr Peter Morrison (who tried to ban social education completely from the scheme) that the YTS should confine itself to work-related learning.

And although the Commission, nudged by the local authorities and the unions, affirms that training has to take account of the individual needs of the trained, it usually puts the needs of the economy first and the aim of developing good citizens some way behind.

Mr Patten told the teachers that the discussion of vocational education went to the heart of some of the old arguments about education - raising philosophical, historical, institutional and economic issues.

After a century of argument over the

borders between education and training and constant warnings of the inadequacy of technical education, it was surprising that the Government continued to express its interest in education and training through separate institutions.

The central government's role in education, exercised through a partnership with local government over-estimated by the DES, was celebrated constitutionally "as much for what it is not as what it is"; while training was the responsibility of a "direct drive" programme delivered directly answerable to the Department of Employment.

Mr Patten added: "You turn the key, and the engine hums. This produces impressive results."

The MSC's achievement in launching a full-scale training scheme for young people in so short a time was as considerable as that of the education service in dealing with the baby boom and the raising of the school-leaving age, said Mr Patten.

"Yet we do ourselves and those we seek to help a disservice if we gloss over - or try to ignore out of existence - the real snags, difficulties and sensitivities experienced in the education world as the MSC has gone about its formidable business."

Admiration vied with envy about the MSC's "can do" machinery as well as its resources; "aggravation" vied with the realization that times, practices and institutions had to change. Candour would help solve these problems, since whatever the institutional differences, they were on the same side.

"We have got to be understanding, flexible and imaginative and the institutional problems will in time sort themselves out - or if they don't they

will be sorted out for us," warned Mr Patten.

He said he had found an enormous fund of willingness in colleges to make the most of the new partnership, but said that the education service was more likely to respond enthusiastically "if it is treated as though it is the repository of at least some original virtue and not just original sin."

Reviewing the broad consensus which he considered had been reached, Mr Patten referred to the White Paper *Better Schools*, saying that beyond that and particularly in non-advanced further education, the curriculum should include the right mixture of relevant and appropriate education and training and supervised work experience. But skills like using the telephone, filling in forms, working out the financial implications of insurance, mortgages, share ownership and pension schemes could usefully be included "although many shrink understandably from the separate identification of social and life skills."

The criterion-based GCSE, crucial to the Government's aim of encouraging breadth without damaging the "exceptionally high quality" of the English sixth form curriculum, would both form the foundation for NAFE and a considerable part of activity within the colleges.

The Government was convinced of the need for a much simpler and clearer framework of vocational qualifications guaranteeing "upwards and sideways" progression and the current review of the present qualifications jungle was extremely important.

"I am no fan of new quangos but I believe that there may well be a need for permanent machinery to monitor and control vocational qualifications," he said. But while there was so much

agreement, major problems remained, said Mr Patten, highlighting four of them: "The needs and rights of the student or trainee as an individual worker and citizen of our pluralist democracy; the needs of the economy and the demands of employers; the actual content and provision of programmes and the management of programmes."

Mr Patten said that the three-element role for education defined in *Better Schools* - the development of individuals; their preparation for citizenship; and their preparation for working life - applied as much to non-advanced further education.

"All our young people in vocational programmes should receive not only training to do a more or less clearly defined range of jobs and the education directly relevant to those jobs, but also a broader education."

"In saying this, I am not going back on my initial comments about the unnecessary polarization of discussions about education and training. In many cases in our system the words are useful but dangerous shorthand for, on the one hand, that which is provided by employers or MSC and, on the other hand, that which is provided by the formal educational system. What matters is the content of the programme and not where various bits of it take place."

"I am acutely aware of the quality of much that is provided by employers and the MSC, but there remain important questions about curriculum content. While many individual firms are well motivated and MSC has a liberal track record in most areas of its activity, neither employers nor MSC are in business to provide a liberal, across-the-board educational experience."

Mr Patten pointed to the difference between what "vociferous spokesmen of industry" said they needed and what employers in practice did in terms of recruitment, remuneration, training and promotion.

There were signs that manufacturing employers were beginning to wake up to the significance of the greater rewards being offered by the City, the professions and the media, but he wondered if they were yet taking it seriously enough.

The most worrying problem, however, was "the technician gap". This was precisely the area where the colleges were well-practised. The examining and validating bodies offered good courses, and there were none of the social and educational problems of working with the less able: "Yet where are the employers?" asked Mr Patten.

A theme which emerged from discussions with senior employers was that while they needed a limited number of highly-specialized people, they needed far more people at all levels who were broadly educated, adaptable and self-starting. There was also, however, a continuing important de-

mand from some employers for specific, often manual, skills.

A critical part of the equation was the evidence that the less able were motivated by clear job relevance.

All countries had to draw the line between the responsibilities of employers and those of educators. While specific training was normally the responsibility of employers, education was normally that of central or local government, together with teachers and lecturers, recalled Mr Patten.

He told the audience: "What is distinctive in this country - although broad parallels can be found abroad - is the creation and rapid growth of the MSC. It can be seen in many ways as a proxy for employers in the light both of the low priority traditionally given to training in British industry and of soaring youth unemployment."

"The MSC has quite deliberately been given the lead in providing the work-based alternative to full-time education for 16 and 17-year-olds. I know this is a source of some regret for some people in education, but I would suggest that if we can pull off the elusive trick of getting the bulk of British employers committed to a higher volume of training, this will be both good for the nation and for the colleges. If you believe that what your colleges have to offer is of high quality, then you should be confident but vigilant."

Mr Patten claimed that the DES was involved "all along the line" in current developments and that there was no significant MSC body in which educationists were not involved.

As a field, Mr Patten said, the DES was not a field in which educationists were not involved. The DES was involved "all along the line" in current developments and that there was no significant MSC body in which educationists were not involved.

But there were major problems in considering radical change. He insisted the suggestion that there might be some NAFE equivalent of higher education's national advisory body, but further education had neither a "capped pool" nor course approval and there would have to be very clear links with the MSC/NAFE operation which itself might have a national advisory body.

On the other hand, account would have to be taken of O and A level provision in colleges and the existence of a significant number of tertiary colleges.

He said: "I would not wish to suggest that such obstacles prevent desirable developments. It is striking how seldom one meets statutory obstacles when all concerned have agreed on a course of action. Now that I have, I hope, played myself in, I am considering these matters very actively indeed with my colleagues in the DES, in EMI and in other departments. What I am seeking to underline is that there is no short, sharp solution to the profound issues I have been discussing."

CBI forces Mode B check

An immediate scheme-by-scheme check on the state of the Youth Training Scheme's Mode B projects - the part which is not run by employers - was promised this week.

Mr Bryan Nicholson, chairman of the Manpower Services Commission, agreed to order the review after Youth Training Board members warned him that he could be faced with a mass exodus of staff from the projects.

The reason, he was told, was the Commission's continued dithering over which projects it wants to keep when the YTS becomes a two-year scheme in April.

Ms Vivien Stern, the voluntary secretary on the board, said the Commission's area officials were refusing to commit themselves to allocating the existing Mode B funding.

As a result, staff were already beginning to leave "because of uncertainty about the future of their projects."

considering issuing redundancy notices in case they had to close down. Her own agency, NACRO, which is one of the biggest Mode B providers, has already prepared protective redundancy notices for 420 staff. Mr Nicholson assured the board that it would be made plain to the area managers that the Commission still wants to find 55,000 premium places and that they should not hang back. He also promised that the review would establish which projects were threatened by cash flow problems as a result of the change in funding and that the Commission would tide them over so that they could revive.

The Commission's officials have been hoping that employers would provide many of the premium places, so enabling them to dispense with much of the voluntary agency and local authority provision.

But the CBI representative told Mr Nicholson that this was unrealistic and

that employers would be able to provide very few of the places. It was the CBI, supported by the TUC, which pressed Mr Nicholson to order the review.

A review of the ITECS, the information technology centres set up primarily to train disadvantaged inner city youngsters, is to go to the Manpower Services Commission next week. Its most controversial recommendation is that YTS trainees should spend only six months of their two-year programme in the centres and the rest out working for employers. The report also proposes that ITECS should be used much more to train adults.

Edited by Mark Jackson

Courses

CRAC INDUSTRY YEAR 1986

Careers Education			
One day courses ● March and April ● London ● Organised with NICEC ● Careers Guidance ● Curriculum Design ● Profiling ● Interviewing Skills ●			
Ask for the leaflet 'Careers Education'			
Admissions to Higher Education	18-20 March	Cambridge	
Getting Started	24-26 March	Cambridge	
Industry and Education			
Courses and Careers in Europe	4 March	London	
Metaf Bus Business Games on Computer	7 March	Reading	
Using Case Studies and Role Plays	12 March	Birmingham	
Experiential and Vocational Education	24-26 March	Cambridge	
Enterprise: A Learning Culture?	9-11 April	Cambridge	

For details please contact the CRAC Conference Office

CRAC Careers Research and Advisory Centre, Battenham Street, Cambridge CB2 1LZ. Telephone: Cambridge (0223) 354551. (0480)

PRIMARY



Hilary Shuard (left) talks to Sarah Bayliss about her new role as director of a curriculum development project that aims to revitalize maths teaching in primary schools.

Plotting the way forward for maths

An important curriculum development project which will take primary mathematics towards the next century gets fully underway next month.

The £600,000 project is funded by the Schools Curriculum Development Committee for four years up to August 1989. Its central aim is to develop the way maths is taught in primary schools, taking into account the findings of the Cockcroft Committee, the impact of new technology, and the expertise of classroom teachers.

The SCDC has written to every local authority inviting them to involve their teachers; financial support will be available to L.E.A.s but others will be welcome to join in.

Hilary Shuard, who is resigning from her post as deputy principal of Homerton College, Cambridge, was a member of the Cockcroft Committee and chairman of its primary working group. One of the main themes of the project is to develop a range of teaching styles for maths, as was first advocated by Cockcroft.

In an interview with *The Times*, Miss Shuard quoted paragraph 243 from the report which said maths teaching should "include opportunities for: □ exposition by the teachers; □ discussion between teacher and pupils and between pupils themselves; □ appropriate practical work; □ consolidation and practice of fundamental skills and routines; □ problem solving, including the application of mathematics to everyday situations; and □ investigational work."

Cockcroft said: "We are aware that although there are some classrooms in which the teaching includes, as a matter of course, all the elements we have listed, there are still many in which the mathematics teaching does not include even a majority of these elements."

Hilary Shuard, who from January will have a team of four staff on the project, based at Homerton, said a balance between methods of teaching was essential. Evidence showed, for instance, that class discussion and discussion between pupils about problems was rare.

Other aims of the project are to: □ develop teachers' expertise in using maths across the curriculum; □ explore the constraints on the maths curriculum, especially the anxieties of parents and the discontinuity between primary and secondary schooling; □ maintain and develop links with initial and in-service training courses; and □ develop primary maths to take full account of the impact of new technology.

Last year Miss Shuard conducted a survey of nine and ten-year-olds in Cambridgeshire which showed that more than half had a calculator of their own and more than a third had a computer at home. Half also owned a digital watch. "We are going to take full account of these facts," she said. "The first year of the project will be spent planning and setting up groups of teachers around the country. The work will largely be done by them and



The project will try to develop a range of teaching styles.

our support staff, developing ideas and materials and trying them out for themselves," said Miss Shuard. "It is intended that the project will produce a range of in-service materials, such as videos and discussion documents on ways of teaching and learning about maths."

There will also be teacher guides to some areas of the maths curriculum and a limited amount of pupil materials. Miss Shuard pointed out that there was, for instance, an obvious gap in the "calculator-aware number curriculum." So, one pupil pack would deal with estimating, checking and using mental arithmetic.

"The premise on which current

materials are based is that children will be expected eventually to learn and practise the pencil and paper methods of calculation. Our premise is that in real life outside school, people don't do that. They use mental arithmetic and calculators."

The other members of the central team are: Angela Walsh, deputy director, currently senior lecturer in maths education at Thames Polytechnic; Jeffrey Goodwin, a project officer, and currently a lecturer in maths at Hertfordshire College of Education; Valerie Worcester, project officer, currently a deputy head in the London borough of Newham. Gail Holly will be the administrator.

Staff shortage for 90s predicted

by Virginia Makins

A sharp drop in the numbers applying for teacher training this year could lead to a serious shortage of primary staff by 1990, M.P.s were told this week.

Professor Bill Middlebrook of Trent Polytechnic told the Commons Education Select Committee that there had been a drop of between 15 and 20 per cent in applications for undergraduate (BED) and postgraduate (PGCE) teacher training courses in the past year.

Professor Middlebrook's team, representing the Polytechnics Council for the Education of Teachers (PCET), along with Mr Len Marsh, principal of Bishop Grosseteste College, Lincoln, and Dr John Thorley, principal of Charlotte Mason College, Amble, told the committee that Government policies were damaging quality and morale in primary education.

They were most concerned about the requirement for two years' specialist higher education in a primary curriculum subject in the criteria laid down by the Council for the Accreditation of Teacher Education (CATE).

Mr Ian Kane of Manchester Polytechnic, the chairman of the Council for National Academic Awards Initial Training Board, told the committee that colleges were now redesigning their BED courses to meet the criteria in ways which they believed would worsen the quality of training for primary schools.

Some specialism was certainly required, but both PCET and the two college principals argued that CATE had got the balance wrong. Two years university-style subject study would not necessarily contribute to the needs of primary schools, and would leave very little time for many important aspects of primary training - some of them emphasized by members of the select committee.

To meet the subject criterion, colleges were now reducing work in schools including preparation for teaching art and music, information technology, religious and multicultural education, special needs, the needs of four-year-olds and parent involvement.

"The first requirement of initial training, they maintained, was to produce effective class teachers. Unless primary teachers had all-round classroom competence, they could not influence the teaching of their specialist subject in a school nor could they work productively with parents."

PCET also questioned the requirement that students have a degree in a subject taught in primary schools. This was rigorously applied, and this was rigorously applied, and dates with excellent potential and commitment would have to be excluded from primary training courses, they told the committee.

The teacher trainers tried to persuade the committee that there had been significant improvements in primary training over the past few years. Links with schools and teachers had strengthened; the quality of recruits had been high, and courses had become more relevant to the needs of the schools.

Unless teachers and teacher trainers were given more positive support from both national and local government, they suggested, low morale would prevent further improvement, much of which depended on the voluntary efforts of teachers.

Primary Index

Assembly	20
Children's literature	23
Classroom activities	25
Classroom management	26

NEWS

Scramble for GCSE book orders

by Susannah Kirkman

Fears are growing that the tight time-scale for preparing GCSE textbooks may lead publishers to make exaggerated claims for their materials.

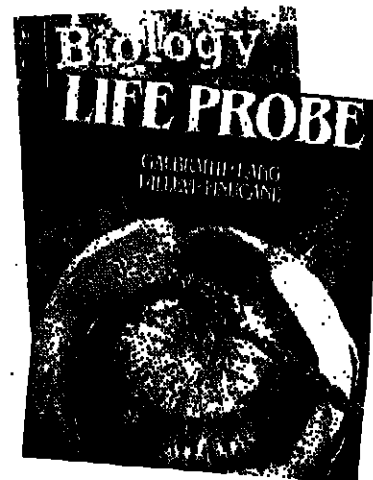
Heinemann Educational Books has already been accused of making such claims over its new textbook, *Biology*, published in July. In publicity material and in the preface itself, Heinemann says that the book has been "specifically written for the new GCSE examination."

But, as some teachers have already noticed, *Biology* has been extensively adapted from a four-year-old Canadian text, *Life Probe*.

Most of the chapter headings are identical, and many passages are word-for-word the same, although the order of some sections has been changed and there are lavish new colour illustrations.

One of *Biology's* co-authors, Mr Alan Cadogan, is described as chairman of the Secondary Examinations Council biology group which "prepared grade criteria for the GCSE examination," although the draft grade criteria were still being revised when the book was published and the final grade criteria are not expected until next Easter.

In the scramble to win orders for new textbooks, it seems that publishers may be tempted to pass off old material as new. "There'll be a lot of



Biology has been adapted from a four-year-old Canadian text, *Life Probe*.

old wine in new bottles," Ms Rosemary Davidson, editorial director at Cambridge University Press, predicted.

According to Ms Davidson, all publishers want their books to be ready by the time schools start committing their book allowances. But preparation has been difficult because many of the new GCSE syllabuses will not be published until next Easter. Teachers, however,

will need the new textbooks by the autumn, when they start teaching the GCSE courses.

Publishers are having to rely on the national criteria for the GCSE, on draft syllabuses and on "moles" to get the information they need, and some textbooks may still have to be revised when the syllabuses are finally published.

Teachers who have managed to keep up with syllabus developments, perhaps because they are examiners, will have no difficulty in judging whether the new textbooks are suitable for GCSE.

Dr Elizabeth Passmore, head of biology at Cheshire Hulme School, considered *Biology* because it was described as being specifically for the GCSE. She rejected it because she felt it was unsuitable for her department. Some of her colleagues had also recognized that the Heinemann textbook was very similar to *Life Probe*.

However, teachers who are not so well informed may find it harder to choose new textbooks.

Mr Tony Storr, head of biology at Sharnbrook School, Bedford, has decided not to use *Biology* because he felt that the exercises in the book offered nothing different from the old GCSE and CSE textbooks. But he thought that some teachers might be

tempted to buy it, particularly if the money for new textbooks were available now.

Heinemann has said that sales of the book are going fairly well; they are already planning a re-print.

Mr Stephen Ashton, the maths and science publisher at Heinemann Educational Books, admitted that *Biology* was an adaptation of *Life Probe*, as stated in the book's list of acknowledgements. He said that the amount of money and effort put into *Biology* justified Heinemann's claim that it had been specifically written for the GCSE.

Two of the 32 chapters were new, and six others had been "substantially changed," or contained "essentially new material," Mr Ashton said. "It is not just the quality of the words but the way the book is designed and put together that is crucial."

It was "certainly an over-statement" to say that the SEC biology group of which Mr Cadogan was chairman had prepared grade criteria for the GCSE, but this would be corrected in the re-print.

Mr John Davies, director of the Educational Publishers' Council, said it was becoming increasingly common for publishers to buy the rights of books published abroad if it was felt they would fit requirements in the UK.

OVERSEAS

Teachers strike over 10 per cent salary award

IRISH REPUBLIC

John Walshe on the arbitration deal which the Government will not finance

Half the Republic's 40,000 primary and secondary school teachers took part in a massive pay rally in Dublin last week. The protest, and one-day strike, which left almost one million pupils without classes, were aimed at forcing the Government to implement a 10 per cent award recommended by the Public Services Arbitrator.

Fifteen trains and 120 buses were hired to bring teachers from all over the country to the capital where a special radio communications network was in operation all day. Crèche facilities were provided, a medical centre was opened, a folk group and pipe band were hired and free snacks were made available to all.

A special song was written for the occasion with the refrain: "We are the

gentle Irish teachers. Looking for our rights".

The rally was addressed by Mr Norman Goble, Secretary General of the World Confederation of Organizations of the Teaching Profession and by Mr Peter Mitchell, assistant to the general secretary of the International Federation of Free Teachers' Unions.

Both speakers said that the Irish Government could be taken before the International Labour Organization if it finally decided not to pay the award.

The Government says that the teachers' action is premature and that no final decision has been taken, although Mrs Gemma Hussey, the Education Minister said in a radio interview that the award "simply can't be paid".

The Government initially sought a public sector pay freeze, but that position has since thawed because of the anger it created.

Now the Government wants a package on the next annual pay round for public servants with phased special deals such as the one recommended for the teachers. This was the position



Backing the referee: teachers protest against the Government's refusal to pay their arbitral award. Photo: Derek Spinks/Report

before a conciliation council meeting with the teachers this week.

But the unions say the council is not the appropriate place to discuss the recommended award and they want

direct negotiations with Government ministers. They say further action will be taken next term if the Government fails to come up with a satisfactory solution.

Expressing interest in the Orient

WEST GERMANY

Paul Bendelow on language expansion

A small but growing number of West German schools are now offering pupils an opportunity to learn Chinese or Japanese.

At present, 12 grammar schools offer Chinese at sixth-form level, while 10 grammar schools and three comprehensive have Japanese on the curriculum. In both languages, the aim is to achieve a solid grounding, rather than fluency, in two to three-year courses.

Though the pupils involved are still numbered in hundreds rather than thousands, East Asian languages are seen as an important potential growth area as they represent "a window to the East". The education authority in West Berlin, where about 100 "language courses



Dorothee Wilms

are offered, is reporting signs of "a Japanese craze" in the city's secondary schools.

Elsewhere in the country, European foreign languages are also in increasing demand. More than 28,000 pupils now study Spanish, a rise of 10 per cent over

the past two years, while the 8,000 who have chosen Italian represent a 19 per cent increase.

Top of the foreign language league, however, is still English, which is taken by more than 5½ million pupils - 63.5 per cent of the total school population. Next comes French, with 17 per cent. Even Latin, whose demise is regularly predicted, appears to be holding its own, with 39 per cent of grammar school pupils.

The growing interest in foreign languages reflects a deepened commitment at both regional and federal level to a broadly-based education. In a bid to counter charges of over-emphasis on science and technology, Federal Education Minister, Dr Dorothee Wilms, recently underlined the growing importance of language teaching and the need for renewed concentration on what she termed "the roots of our cultural development."

COMETT now in sight

COMETT - the European Community's programme to promote co-operation between universities and industry - will go ahead next year as planned, but with a smaller budget and over a shorter period than originally proposed by the European Commission.

Despite a German reservation on financing, ministers attending last week's social affairs council in Brussels agreed that preparations for COMETT's first four-year stage should start in 1986 with a budget of 65 million ecus (about £39 million) instead of 80 million ecus (about £48 million).

The original Commission proposal had been for a two-stage programme over seven years. It is expected that the council will endorse the programme's continuation after 1989 towards the end of the first stage.

Social report on girl in bleach attack

The education welfare service is likely to be asked to assess the behaviour problems of the eight-year-old girl alleged to have terrorised an elderly woman on a housing estate in Hackney, north London.

According to police reports, the girl squirted bleach in the eyes of an 80-year-old woman. She cannot be prosecuted because she is under the age of legal responsibility.

The Inner London Education Authority is not identifying the girl or the school she attends.

Ms Janet Sangster of ILEA's schools branch, said it would be usual in such a case to ask for an assessment from the welfare service.

Headteachers can under certain conditions suspend a child. Such a decision would be taken by the governors and parents have the right to appeal.

Probationers should take on advisory role - former HMI

by Bert Lodge

Every probationer should also be a member of the school's advisory team, Mr Norman Thomas, the former chief HMI for primary schools, told an audience of teacher trainers last week.

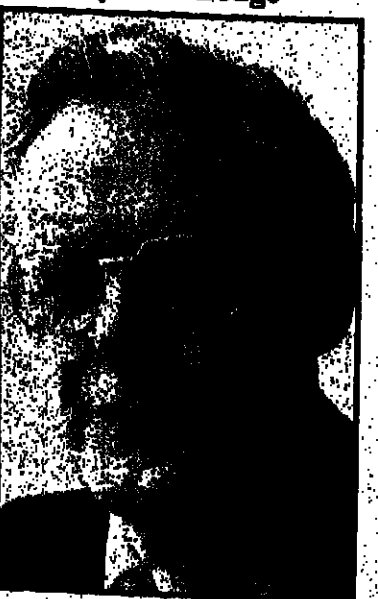
Mr Thomas, who was speaking at the Undergraduate Primary Teacher Education Conference in Sheffield, said primary school work had become so advanced that it was impossible now for one teacher working on her own to be "at the frontier of it all".

"Just about every teacher should take on some advisory function and certainly 'probationary' teachers should," he said.

This did not mean the end of the class teacher. The great majority would continue to be class teachers in primary schools. "What I hope will happen is that the class teacher will make the work of all the children coherent, no matter who is teaching it."

It was Mr Thomas who directed the nationwide primary survey which reported in 1978 that primary schools needed more specialist teachers. But last week he recognized that it was fears for the disappearance of the "generalist" primary teacher which were largely responsible for the birth of UPTET.

This body was formed last year by teacher trainers concerned at new demands on the BED degrees arising from newly published government criteria. Teachers' unions and government now being considered in the interim.



Norman Thomas

by the government-appointed Council for the Accreditation of Teacher Education.

Members feel the biggest threat to the classroom teacher concept comes from the criterion set out in DES Circular 3/84 requiring students to spend two full years of course time on subject studies, a higher education qualification which there was very little

pretation of the circular the student would be able to "specialize" much more broadly than people seemed to think. Use of materials, for instance, could be considered a respectable specialism.

Whatever area of primary work the teacher was a leader in he must have specialist knowledge of current thinking and recent research. "But we don't want a lot of carpet-baggers who listen to what is happening outside and then try it on at the school they are working in. They must ask themselves if it is appropriate for their school."

This meant teachers needed to know what was going on all round their own school, and that meant visiting other classrooms. Flexibility in staffing would be needed.

Each school also needed a school development plan. This implied a shift in the role of the support services, which would respond to the needs initiated by the school. This might be a model for teachers to adopt in relation to children, Mr Thomas added.

Talking about "barginal involvement," Mr Thomas suggested that some schools this had now gone too far. "Teachers do not control what parents are doing for alone but are aware of what the children are doing."

The development implies a new function for teachers - forming a serious working relationship with a network of adults outside the profession training, which there was very little

Dunn laments prospects for the poor

by Biddy Passmore

The switch to comprehensive schools has damaged prospects for the bright, working-class child, Mr Bob Dunn, education junior minister, said at the weekend.

In the fourth in a series of speeches calling for radical change, Mr Dunn quoted statistics for exam results and entry to universities in support of his claim.

Research by the National Council for Educational Standards, the DES and the National Children's Bureau had all shown that children performed better in a selective system, he told Dartford Conservatives. (But, as *The TES* reported last week, their statistical methods have been criticized by a leading statistician, Professor Murray Aitkin, for producing unreliable results).

He also quoted figures given in an article by Professor Anthony Flew in *New Society* showing that the proportion of entrants to university from working-class families had dropped from 31 per cent in 1968 to 19.4 per cent in 1981.

For the future he hoped to see a greater variety and range of schools.

Activity Centres



outdoor centre

THE PROFESSIONALS IN OUTDOOR EDUCATION

Check our reputation against any "Adventure" Centre in Britain.

SAFETY FIRST
PROFESSIONAL, Staff: Teachers/B.C.U. A.L.C.C. (R.A.)
BEST equipment, life-jackets, wetsuits etc.
NO sharing
STAFF RATIO: 1 instructor to 8 pupils or less
FULL F.R.E. Certificate.

QUALITY AND VALUE

NEW budget priced junior school programme.
WIDE CHOICE from over 26 activities.
PERSONAL, Staff: Teachers/B.C.U. A.L.C.C. (R.A.)
Your choice of activities.
INCLUSIVE insurance for cancellation, luggage etc.
HOME COMFORTS: home cooking, lots to eat, full central heating, SEPARATE Staff facilities.
FREE PLACES:
1 Staff fee for every 8 pupils.
Groups and individuals
PREVIEW weekends.

Write or phone NOW for brochures:
Andy Milne & Martin Robinson, Stern Lodge, Waterlooville, Havant, Hants, RG26 2AB.
North Devon EX26 1WG. Telephone Bideford (0323) 76952.

(0748)

ACTIVITY CENTRE - SWANAGE

● 15 Croquet pitches and all interests throughout the year.
● residential accommodation with full board
● sports facilities at the Centre. Best weather Tennis Courts, Tennis Practice Wall, Tennis Trencher, 3 squash Courts, heated swimming pool, Gymnasium, Dance Hall, Clubhouse, Darts Room, Multi-purpose Sports Dome, Playing Fields.
● professional coaching available in tennis, sports, horse riding, chess, judo, aerobics, etc.
● Full colour brochure through HARROW LODGE, Harrow Drive, Swanage, Dorset BH1 1JZ. Tel: 0928 8440. Telex: 61727.

CADAM TRAIL RIDING FARM
Riding and Pony Training courses in Brecon Beacons National Park.
Trail riding a specialty.
Bunkhouse accommodation with first class facilities. All standards of riders ages 9-17. Weeks, Mid Weeks, Weekends, B.H.S. and P.T.S. of Wales approved.
Brochure 04974 680 (24 hr service)

Cadam Trail Riding Farm, Velindre, Thres Cocks, Brecon, Powys.

OVERSEAS

TES correspondents report on government responses to bullying

Courses



FACULTY OF EDUCATIONAL STUDIES
MASTER'S DEGREE IN EDUCATION
IN
CURRICULUM DESIGN AND DEVELOPMENT AND EDUCATIONAL ASSESSMENT AND EVALUATION

This full-time M.A. (Ed.) course offers the chance to combine the study of curriculum and assessment in relation to current changes and initiatives in both compulsory and post-compulsory education, specifically designed for those involved in G.C.S.E., C.P.V.E., T.V.E.I., and other curriculum restructuring. These courses can be supplemented by other choices, including related studies in research methods and the sociology of education.

Please write for further details to Miss M.L. Williams (Ref. 041), Faculty of Educational Studies, Southampton University Southampton, SO9 8NH.

(474)

DEGREES & GCE

Guided Home Study Courses for
Whitwick University MBA
G.C.E.,
O & A level
Essential Study Skills and
Effective Thinking
Courses by Edward de Bono.
For free prospectus write stating
subject of interest to:
Frank Fisher CBE, MC, MA,
Dept. BB4, Wolsey Hall,
Freeport, Oxford OX2 6BR
Tel: 0865 52200 (24 hours)

LEARN ANALYTICAL HYPNOTHERAPY

for a career or self-understanding.
Unifield 6-months Psychology
Course by correspondence/cas-
sette leading to Diploma and As-
sociation Membership. Under £200 (or
pay as you learn). Daily Classes
available. Write/phone for free bro-
chure/cassette.

HYPNOTHERAPY CENTRE (BOURNEMOUTH)
P.O. BOX 180,
BOURNEMOUTH BH9 8NH.
TEL: 0202 36491



**THE EDUCATIONAL COMPUTING UNIT
CENTRE FOR EDUCATIONAL STUDIES
KING'S COLLEGE LONDON (KQC)**

ASSOCIATESHIP IN EDUCATIONAL COMPUTING

This is a one year full time course for teachers from any background, with no prior experience in computing. The course covers a wide range of aspects of the use of computers in education and computer studies.
Further details from: The Educational Computing Unit, King's College, 862 King's Road, London, SW10 0UA. Tel. 01-351 2488 ext 3780

SWEDEN

Conformity exacts a high price

One in 10 pupils in Swedish comprehensive schools is bullied, and one in 14 is a bully. In one in 50 cases of bullying the two roles overlap.

These figures are based on a study of 17,000 children in 60 southern Swedish schools by Professor Dan Olweus. The investigations ranged between the third and ninth forms (ages nine-15) and indicated that of the 100,000 children who are bullied nationwide, 47,000 suffer from bullying at least once a week. Victims are frequently sensitive, insecure and physically frail.

There is a gradual decline of bullying with age: 16 per cent of pupils fell victimized in form three but only five per cent in form nine. At all stages boys were more inclined than girls to be on the giving and the receiving end. Whereas they physically or verbally attacked their victims, girls favoured cold-shouldering.

Professor Olweus pioneered studies of bullying in Norway where the Education Ministry claims encouraging results from a nationwide campaign against the practice encompassing teachers, parents and pupils.

He considers the problem is more serious in Sweden than Norway both in terms of attacks and ostracism of pupils.

Some Swedes admit that their social behaviour is so conformist that anybody regarded as slightly odd stands to suffer. On the other hand the city of Gothenburg is so perturbed by the evidence that it allocated £9,000 for an anti-bullying information programme last year.

Mr Bengt Göransson, the minister responsible, said schools should vigorously try to rid themselves of bullying and of attitudes that the strong had the right to dominate the weak.

Part of the problem is that teachers feel themselves powerless to counter bullying, while parents are poorly informed. Sixty-five per cent of victimized children in the senior forms and 40 per cent in the junior ones maintained that teachers did nothing or next to nothing to prevent the scourge.

Donald Fields



Uniformity of the Japanese classroom: anyone appearing or acting differently is a prime target for the bullies.

Growing violence provokes demand for major reforms

JAPAN

The plague of bullying which has been afflicting Japanese schools in recent years has been publicly acknowledged by the country's education authorities.

Mr Tetsuo Tanaka, a member of the House of Representatives, said that the problem of bullying or *jime* has been the cause of at least nine pupil suicides this year alone.

The bullying is part of a wider problem of increasing violence, vandalism and general delinquency in Japanese schools. The violence is one of the main reasons behind the demand for major educational reform and the appointment of the council by Prime Minister Yasuhiro Nakasone.

To deal specifically with the problem the Monbusho, Japan's Ministry of Education, has instructed

teachers to watch the out-of-class behaviour of their tutor classes. The police are also helping to catch the bullies by providing special phonelines for pupils, parents and teachers to report playground or out-of-school incidents.

In Tokyo, a special "bullybuster" police group of 30 officers has been set up to investigate the worst cases of *jime*. During the first half of 1985 the police arrested more than 900 youngsters involved in bullying.

Excessive uniformity in the country's rigid and somewhat stifling education system is viewed by many educationalists as the chief cause of *jime*. The system reinforces standardization and conformity so that anyone appearing or acting differently from the class group becomes a prime target for the bullies.

A recent report on Japanese school

life and the rights of children as that major change in the structure of the country's education system is only answer to the *jime* problem.

Others, however, see the problem emanating from the home where excessive pampering by mothers leaves many youngsters unable to stand up for themselves when confronted in the classroom bullies.

The curriculum, with its emphasis on developing academic skills rather than practical life skills, is also cited as a reason why many youngsters feel themselves unable to cope with the taunts and the threats of the bullies. In addition to suicides there have been several cases in which the victims of *jime* have responded by murdering their tormentors.

John Green

Celebrating a special kind of success

UNITED STATES

Bill Norris reports on a bright spot in public education

Success stories are not easy to come by in American public education these days. Mostly the tale is one of widespread illiteracy, drop-outs and the vain pursuit of an elusive thing called "excellence" which everyone has heard of but which no one seems able

to define, let alone achieve. But this month marks the tenth anniversary of a revolution which has been an almost unqualified success: the Education of All Handicapped Children Act, which guaranteed a free public education to every handicapped child in the United States.

The figures tell part of the story. In 1974, the year before the Act became law, the federal government spent less than \$50 million on the education of the handicapped. The latest appropriation by Congress is \$1.3 billion. Today almost 4.5 million children, some 11 per cent of the school population, receive some form of special education. The number of specially qualified teachers and support personnel has doubled to more than 500,000. Wheelchair ramps and elevators have become part of the design of American schools.

Like most radical reforms the battle for the handicapped was not won easily. Before 1975 many schools refused to accept such children. They were hidden away, neglected and trained for nothing. During the first decade of this century every state in the Union had enacted laws which segregated handicapped people from the rest of society. Special education, where it existed at all, was the province of private schools.

The change began in 1972 when parents, inspired by the civil rights movement, started to go to work. The landmark case of *Mills v. Board of Education* in Washington, D.C., which forced the school board to accept

school system to establish procedures under which no student could be placed in a special education programme or be suspended from school for more than two days without a public hearing.

Within two years more than 36 cases were pending or had been resolved in favour of the handicapped children. In every one the children won. The states were forced to enact laws prohibiting discrimination and the federal government was finally compelled to recognize its financial responsibility.

But it is not so much the fact of their admission to schools as the way in which they are treated in the classroom which has profoundly affected handicapped children and the way in which they are viewed by society. The law grants every child the right to be educated in the least restrictive environment possible - a concept often referred to as "mainstreaming". It is the goal of most special educators to allow any handicapped child who can manage it to study in a regular class, and more than two-thirds now do so.

Where 10 years ago children with physical and mental handicaps were hidden from their healthy peers, today in greater numbers each year, share classrooms. Ninety-three per cent of America's handicapped children now receive their education in settings which include "normal" students. The level of tolerance and understanding among the latter and the self-esteem of the handicapped children themselves

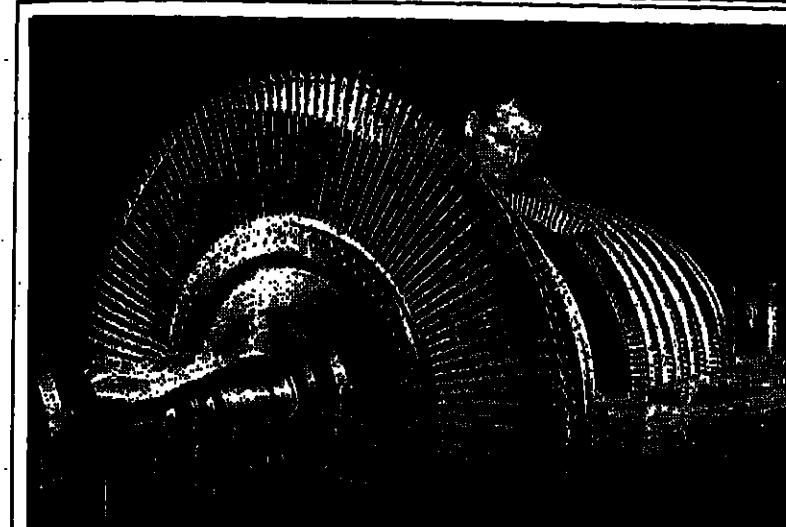
has risen radically.

The change was summed up last week by one parent of a child with Down's Syndrome. "It's such a gift to the world now," said Robert L. Smith. "If a child can handle a regular school, they are obliged to give it to him. He needs a special school, they have to provide that. When was in school there was no chance for these kids."

For all its manifest success, the programme does have problems. One of these arises because it only applies until the age of 21, at which time the handicapped, who have had the benefit of a decent education, also have the expectations which that creates. Their battles may begin all over again when they become adults. The Education Department has acknowledged the difficulty of the transition phase, but no one has yet come up with any solutions.

More serious is the fact that the Federal government has never yet paid its full dues under the Act which provides that it should provide 40 per cent of the cost. In practice, Congress has never contributed more than 12 per cent, leaving state and local governments to pick up the remainder of the \$5 billion bill.

The Reagan Administration at one time proposed dismantling the law altogether and although this danger seems to have receded, there are fears that current efforts to curb the federal deficit will bite deep into the programme. But the chances are that Public Law 94-142 will survive. Too much has been done to let it be repealed.



Built in Britain but refitted abroad

Fathers' skills

Sir - How shallow is Alan Malarkey's view of the value of practical subjects in the curriculum (TES, November 22). In response to my article, "What Industry Wants" (October 18), Mr Malarkey suggests that the industrialists he meets are looking for "genuinely transferable skills such as information seeking, planning, designing, problem solving and evaluation". We must be meeting the same people.

If Mr Malarkey can provide these skills in our young people by calling what he does in teaching technical education CDT, then fine. I call it EWT and it works. In either case it is not the title which determines whether the approach works. It is the way the subject is taught that will make the outcome acceptable or otherwise.

The skills that Mr Malarkey has identified from his meetings with industrialists have always been in evidence within technical education where there has been a good teacher involved. The skills will not be there, even if technical education is referred to as CDT, when a good teacher is not involved.

There is, however, one important omission from Mr Malarkey's list. That is the ability to make artefacts accurately and within a given time. Time is not free in the commercial world - a popular misconception. I do not believe that the problems attributed to Britain's industrial base are associated with poor design. Britain is renowned for its inventiveness. What Britain generally fails to do, for whatever reason, is to develop and market its inventions. This is not a failing of many of our competitors.

History and current events illustrate only too well how other countries benefit from our original ideas. It is only necessary to look to Japan in this respect. Japan's industrial success is due to making quality goods based on the original designs of other countries. The goods work well and are reliable. Britain is not so much lacking in

designers but rather it requires those people with the ingenuity and skills which will ensure, for example, that the part of the car or aeroplane which is made in Germany fits the part manufactured in Spain when it comes to be assembled with the part made in Britain. If these parts do not fit because of a lack of the sort of skills which were commonplace at one time and which made the label "British Made" a guarantee of quality and reliability, then British goods will not sell.

It is only within the last few days that Townsend Thoresen has announced the placing of a £70 million order for two large ferries with an option for a third. The order has been placed with a West German yard. The Times reports: "British yards apparently matched Germany on price but were unable to meet the delivery date of summer 1987".

If my memory serves me well the QE2 was refitted in foreign parts after the Falklands campaign and its engines are also now to be replaced by foreign competitors. The reason given for the replacement engines being provided elsewhere was simply that there was no one in Britain who could do the job. Considering that we planned and built the ship, it is sad to think that these skills might now be lost. Contrary to Mr Malarkey's view, the skills of our fathers met the criteria he identified as being required by industrialists today. If this were not so, then the QE2 would never have been built. Nor would Concorde or the other engineering achievements which should make this nation proud.

My views have been formed not only by meetings with industrialists but having also spent several years in industry. My recent meetings with industrialists and educationists merely confirm these views.

GR G TURNBULL
Industrial Liaison Officer
Associated Examining Board
Stag Hill House
Guildford

Starved of credit

Sir - After reading the article on Birmingham schools CDT (TES, November 29) we feel strongly that the role of Handsworth Grammar School in the whole project has been drastically played down.

We would point out that the idea of a CDT production line originated at Handsworth Grammar School, as did the original drawings, designs and prototypes. These prototypes were distributed to other schools where additional technology was added, while Handsworth Grammar School developed radio-controlled and computer-controlled versions, along with

software and interfaces to control the latter.

The school's business studies department then did an extensive market research and costings study which was part of the Wembley stand.

Credit should be given where credit is due, and Handsworth Grammar School has been starved of the credit which it is owed, whilst other schools who played a lesser part, have been heralded as models on which other schools should be based.

D P TOMLINSON, MD THOMAS,
PA DEWSTOWE and J G ELLIOTT
Pupils at Handsworth Grammar School

Motivating pupils

Sir - I was present at The TES 75th Anniversary Conference on November 21 and would like to make the following points:

- 1 The members who spoke at the conference seemed to be obsessed with the last two years of a pupil's secondary schooling. Nothing was said about years 1-3.
- 2 Both Gareth Newman and I believe, George Walker have questioned marks in their minds about the "value" or "desirability" of only having examinations at 16 plus.
- 3 There was nothing on the agenda, or any reference made to graded assessment research projects currently being pursued. The acceptance of a scheme

of graded assessments may solve many of the problems raised by a number of the speakers.

My own concern, the Graded Assessments in Science Project (TES, January 13, 1984 and September 29, 1985), puts great emphasis on achievement - in other words, rewarding what children can do, rewarding immediately and providing immediate feedback. This method will motivate pupils to achieve more throughout their secondary school. It is aimed at all pupils as they can all achieve something of value from their science courses. BERYL STONG
Seconded ILEA Teacher to Graded Assessments in Science Project
King's College (KQC)
552 King's Road
London SW10 0UA

LETTERS

Who really wants to see a return to grammar schools?

Sir - Once again Bob Dunn has attacked the state education system for which he is responsible (TES, November 29). In doing so he has also made what seems an astonishingly ill-informed prediction of future parental choice of school provision.

What people would choose grammar schools? Not the parents of Richmond or Solihull, who made very plain their support of comprehensive schools in the face of attempts to bring back selection. Not the 75 per cent or more whose children do not pass the 11 plus in areas that still retain it. And is he seriously saying that state schools do not have high standards and discipline? If so, is it not his direct responsibility?

After all, his Government has consistently prevented even Conservative councils from raising standards of staffing, building and equipment by threatening to penalize them through rate-capping; above all through refusing to consider a professional salary for teachers, with the consequent departure of many for properly paid jobs and the drying up of recruitment. As for more Christian-based schools, there is no evidence that I have seen of increased demand and if there were it could be met under present arrangements.

No, Bob Dunn's recipe is, as before, further support for the elite and total disregard for the rest. Many people are fed up with Government ministers insisting on a market-place view of education. If he feels he cannot support a system of state-maintained schools I suggest that he should no longer continue in office.

CLAIRE SHEARER
National Secretary
Campaign for the Advancement of
State Education
4 Hill Road
Carshalton Beeches
Surrey

Results not all

Sir - In his letter discussing the relative merits of comprehensive and selective schools (TES, November 29), Fred Naylor asks what he propounds as "the real question": "Under which system are the higher results achieved?" Surely this is not the real question at all, but only one of the questions that one would want to ask about our schools.

It is wholly inadequate to judge either particular schools or any system of schools simply on the achievement of academic results. Education is properly concerned with human attributes beyond the purely intellectual: with the maturation of character, the development of values, the encouragement of social skills and the cultivation of judgements.

Of course, there is ample scope for debate about what constitute appropriate educational goals in all of these areas, but it belittles the nature of educational endeavour to suggest that success or failure can be judged on one criterion alone. I hope that no selective school or system would wish to be judged purely by its achievements in public examinations. It serves no purpose in this debate - or in any of the other myriad debates with which the world of education is currently wracked - to lose sight of the ideal aspirations of our education system and all those who work in it.

ROBERT CREIGHTON
International Secretary
United World Colleges
London House
Mecklenburgh Square
London WC1



OPEN DOOR



Send Nelson a card this Christmas

Open Door, the new primary language scheme from Nelson, will be published in January 1986.

A free 24 page prospectus will be available in December. Look out for the reply paid cards in our mailings so that you can obtain your copy. Alternatively complete and return the coupon to:

Open Door Publicity Dept.
FREEPOST
Thomas Nelson & Sons Ltd.
Nelson House
Mayfield Road
Wotton Bassett, Wokingham
Surrey KT12 4BR

to send a prospectus to Nelson
to send the Open Door Prospectus
to ask your representative to make an appointment to demonstrate Open Door

Name _____
Position _____
School _____
Address _____
Postcode _____

LETTERS

Tertiary move poses staffing problem

Sir - As a teacher who has worked in Islington schools for a fairly long time I was very interested in Ms Maden's closely argued article in support of the proposed Islington Tertiary College. I can well remember the arguments put forward some years ago in favour of a sixth-form centre, which is now, of course, directed by Ms Maden.

One major worry at the time of the earlier discussions was the danger that those involved in sixth-form teaching, whether A level or for what was then called the "New Sixth", would become divorced from teaching the 11-16 age group. I, and many of my colleagues, felt then, and I imagine still feel, that schools could ill afford the loss of staff which having off teachers into the 16-19 sphere would involve.

Given the major problems of falling rolls which all schools in the area were experiencing in one way or another, it would have been unreasonable to look for a retention of sixth-form teaching within the schools. It would be equally unreasonable to look for its restoration now.

In the original sixth-form centre, teaching was carried out by members of the staffs of the local schools, who were seconded for a part of the week to



Still room for more thought

the centre. This method of organization meant that well-qualified members of staff were still able to get the intellectual stimulation of sixth-form work, while schools were able to use their abilities for a substantial part of

the week, teaching the 11-16 pupils. The fact that sixth-form work was at least a possibility has no doubt helped in recruiting teachers, particularly in shortage areas such as mathematics and physics.

There has been very little mention in the schemes published of any similar provision for shared staff in the future. Indeed the fact that a tertiary college will be an autonomous body will make it much more difficult to continue such practices. In the short term this could lead to some undesirable loss of staff in local secondary schools. In the longer term the effects could be far worse.

Curriculum development has tended to depend for its major impetus on teachers who are experts in their subject areas, and who are also familiar with the age group for whom the developments are intended. It is precisely these teachers who, in the future, will no longer be found teaching the 11-16 age group, unless provision is made now for them to teach in both areas without damage to their career opportunities.

For the moment therefore my reply to Ms Maden, and those who support her, must be so far so good, but not yet good enough, please think some more - a lot more.

TJ GWYTHYR
124 Twyford House
Hurluck Street
London N5

Proven success

Sir - It was most heartening to read Margaret Maden's extended account of the developments in Islington which are leading towards the establishment of a tertiary college.

How refreshing to find that the establishment and opening of a tertiary college is not thought to be an instantaneous nostrum for all post-16 educational ills. The experience of those in tertiary colleges is that many of the most valuable developments towards a truly comprehensive post-16 arrangement begin after the establishment of the college. The development of the curriculum, taught and untaught, the allocation of attitudes held by staff and students and their parents, and the shifting perceptions of the local authority, all follow the actual opening of

the institution and it is these changes, rather than institutional arrangements, which determine the success of tertiary colleges.

The speed with which developments can take place will depend upon proper resourcing, particularly in the field of in-service training and staff development, and the meeting of more obvious objectives like good examination results and high participation rates. Examples of successful tertiary organizations can be found in all parts of England and Wales and the precedents for Islington are encouraging.

GMAUSTIN
Chairman
Tertiary Colleges' Association
and Principal
Accrington and Rossendale College
Accrington
Lancashire

Artless interview

Sir - May I say how much I agree with Paul Johnson in his article "Drawing a Blank" (TES, November 22).

He stresses that the painting section at one of the big London art schools was completely lacking in any apparent talent; that there was no evidence of the ability to draw a figure, select and mix colours, plan and compose a drawing, understand rules of perspective or indeed any of the rudiments of the art.

I also found evidence of this lack of ability at my son's foundation college by the students who experimented with paint by literally producing standard pictures with the use of large canvases and an abundance of paint.

By contrast, my son's work did show skill in the rudiments involved in art. In fact, he has shown outstanding ability in the subject throughout his school life. Yet on applying for interviews the interviewers barely looked at his work, but instead "grilled" him endlessly on his academic interest in the subject, something which he was ill prepared for.

I would suggest that students should be judged more on the merits of their practical work and less on the interviewee's ability to "sell" him/herself. After all, it is a painting one buys at the end of the day, and not the painter's profile! Talent can only be judged by the finished result.

As a parent, I am very indignant at what appears to me to be elitism in these leading art schools, which is totally unacceptable to the average working-class taxpayer.

I would suggest that it is not teaching of art that is at fault, but the selection of the students. At this stage the student is expected to display skill in the rudiments of the subject and should be ready to display imagination, which should then result in work that is both artistically and aesthetically pleasing.

IRENE LOUGHRAN
41 Ashburnham Tower
World's End Estate
London SW10

The idea that traditional two-year courses for 14 to 16-year-olds should be divided up into shorter self-contained 'modules' or 'units' is now very fashionable.

The potential advantages are obvious: conventional option schemes can soon lead to disenchanted pupils locked into two-year exam courses they regret ever starting, and in which they may only achieve moderate success or none at all.

Modules, in theory at least, allow more choice and greater variety in what is learnt and how. They provide short-term, explicit goals which should mean more highly motivated students.

Virginia Makins reports below on just what modules can do, not only for the enthusiasm of pupils but also the performance of staff.

Bob Moon, head of Peers School in Oxford for the past four years, is an old hand at curriculum change. Before moving to Peers he spent 10 years in a senior job at Stantonbury Campus, Milton Keynes' comprehensive showpiece, purpose built and staffed for innovation.

He moved partly because he was fed up with being told by teachers that innovation was easy at brand new Stantonbury, but couldn't be done in ordinary schools. No-one could say that Peers, a 13-18 comprehensive upper school near Oxford's British Leyland works, was a special case.

When he arrived there, the curriculum was carved up between some 20 different subject departments, some of them with high reputations. Many of the staff had taught in the school for 10 or 15 years.

The future looked difficult. Peers was about to absorb a neighbouring school, which served a city estate with considerable social difficulties. But its intake from surrounding villages had been cut off, and the roll was predicted to fall more sharply than in any other Oxford school. In Moon's first two years Peers lost 15 teachers, and there are now 900 pupils, including 100 in the sixth form.

The school had already been through an Oxfordshire self-evaluation scheme, which had started teachers thinking critically about their work. When the new head came in, specifically appointed by the governors to rethink the school, many of the staff were prepared to meet him half way.

Over the last three years there have been radical changes. A few community projects were established quietly, because Bob Moon did not want to start a lot of ideological arguments about whether or not to become a community school. The community developments have now had considerable impact on the curriculum and resources of the school.

He also avoided theoretical discussions about mixed ability teaching (mathematics is still taught in several sets throughout the school). "Anyway," he says, "since I don't accept the usual notion of ability, I can't make a big thing about mixed ability."

But he was not prepared to go quietly and piecemeal on the curriculum front. For one thing he felt he had a clear mandate from the governors to change the curriculum. For another, he believed that the whole structure of the curriculum was affecting children's life chances, and that was debilitating for teachers. "I saw no point in trying to improve something that was structurally flawed," he says.

In the highly stressful discussions that followed, the most traumatic change, for subject-minded teachers, was the merging of independent departments into five subject areas. When some teachers in the science and technology and the



Breaking up is not so hard to do



The health and fitness science module (top picture) is over-subscribed and all students continue with expressive arts courses to the age of 16.

community studies areas began to think about a modular curriculum it seemed a relatively minor innovation.

For many reasons modules seemed to Bob Moon and to many teachers, to be a good vehicle for change. Increasing pupils' motivation was high on the teachers' list. But there were other advantages. The modular system could start with the most successful bits of existing courses. Adding to a range of short modules was a much more manageable proposition than writing whole new two-year courses.

When pupils only had to sign on for a few weeks, it should be easier to encourage girls to try technology or microelectronics, or boys to choose some cooking or parentcraft. And giving pupils a free choice of modules, involving a wide variety of clearly defined tasks, might well begin to upset

THE PEERS CURRICULUM

The 13 to 16 curriculum is divided into:
Community studies (humanities, social science, home economics, physical education).
Science and technology.
English and expressive arts (including some modern languages).
Mathematics.

Tutorial work (one hour a week, including a programme of social, health and careers education and study skills).

Maths and English have not so far gone modular. All students continue expressive arts up to 16, with many choices from dance, music, art and drama. All students do some work in modern languages up to 16; languages can also be taken as specialist options.

Science and technology is entirely modular. Some exam courses require prescribed routes through sets of modules, but a CSE is available based on the best eight of the 15 modules done in the fourth and fifth year chosen from a wide range with a lot of applied and practical options.

Community studies has a social studies core, leading to an O level or CSE and including a popular short course in health-related fitness. There is also a wide choice of modules which allows students to take qualifications in subjects such as history, geography, RE, needlework and catering, but also provides a varied programme of sports, academic and practical topics and projects.

The day is organized into three long morning periods and one afternoon one, often used for practical project work in and out of school. There is also one "activities" afternoon each week.

conventional ideas about ability. So they went ahead.

Two years later all work in science and technology and a lot of humanities, social studies, home economics, and physical education is based on choices from a large range of 10 (or occasionally 20) week modules.

In science and technology they can do modules in photography, dyes and dyeing, the science of crime detection, jewellery making and many others. *Our Health* is the most over-subscribed module of all, involving biology and discussion about drugs, alcohol, sex, human behaviour and relationships.

Many modules have elements from more than one subject - art and physics, chemistry and home economics and all of them have attracted reasonable numbers of girls and boys.

O levels students are inevitably constrained in their choices of modules and seem almost disadvantaged in comparison to the rest. "I'd love to do *Our Health* or the science of crime," said Theresa Fox, who had moved to Peers from another school in her fourth year. "But even if you don't get much choice, it's nicer at Peers, because it's so much more interesting for everyone else."

There is plenty of guidance for students when making their choices. As well as a personal tutor, they have a tutor from each of the two modular curriculum areas. At the end of the 10-week course, the work is assessed by the teacher, the tutor and the pupil, and is filed in a special room with a smart coloured hardback file for each pupil.

One unexpected bonus of the change has been that both teachers and pupils seem to get through a lot more work.

"We had the same number of lessons in both schools, but there seems to be more time to do things here," says Theresa Fox. "At my old school it was all geared to exams. Here exams don't seem to be the whole point of education." Yet she changed schools partly because the system at Peers gave her the chance to do more O levels than the option columns of her previous school. "The time limit is important," said Elywn Jones, head of community studies and a long-serving member of staff. "When you have to get everything finished and assessed in 10 weeks, there's more pressure. If you've got the whole year to do things, you drift in and out."

Colin Brown, a physicist who moved to Peers this term from a Hertfordshire comprehensive which "did the conventional thing just about as well as it can be done", says: "Modules make you more disciplined as a teacher, your aims have to be clearer."

He's found that the pupils, especially the less academic fifth years, are much more motivated, continued on page 14

Unpalatable reality

Sir - Three cheers for Tim Brighouse! His article (TES, November 22) contained no Rambo-like posturings about the ills of education being cured by appraising teachers or by criterion-referenced testing, no insulting nonsense about market forces controlling teachers' pay, and no twaddle about professionalism being demonstrated by undertaking unpaid additional work. What we did have was an article

written by a man in a position to see, and with the courage to describe, the unpalatable reality of education today.

The one drawback for me, was the conclusion. Sir Keith Joseph will have to do more than merely learn how to smile; he must also learn how to give a little. Who knows, if he achieves the latter if may promote the former.

R ELSTON
18 Mayotwell Field
Claypath
Durham City

Best of friends

Sir - Here in Arbury, a post-war housing estate in the north of Cambridge, we've always suspected that as governors we had a very special relationship with our school. Your article, "Governors advised to attend staff meetings" (TES, November 22) has confirmed it.

We're made genuinely welcome in the school at all times, whether we attend some specific event or just drop in for a cup of coffee. What's more we've been sitting in on staff curriculum development meetings now for nearly five years. After all, our head argues, you have to approve the school curriculum and the aims, so you ought to be properly aware of our views. Are we the only governing body in the country not expected to rubber-stamp what they are offered?

Far from being "critical friends" as Miss Marshall suggests, we've become avid supporters. Staff don't hold back when we're at their meetings and don't seem to think we're a threat as we keep getting more invitations to attend. We join in discussions, try out new materials and listen as they decide on priorities for spending, when funds are still desperately short.

Just as we respect them, they are scrupulously honest with us. We can't be fooled with a glossy "record of achievement" from the head every term, and would not be insulted by being offered one.

We're not always popular at Shire Hall, by the way, and are often called in by the head and asked to call personally on the officers if urgent matters come up between meetings, frequently using our lunchtimes to do so.

We would urge all heads to be as open as ours is and believe that only advantages will result from a positive, two-way approach to the partnership between school and community.

SALLIE PURKIS
Arbury Primary School
Carlton Way
Cambridge

The go-betweens

Sir - Your feature, "Caught in the cross-fire" (TES, November 15) bears the heavy irony-mongering long oncoming among the youth service's street and centre-based workers.

The gritty problem is that the rationale common to every church, uniformed, voluntary, or statutory youth project, is all to do with identifying the stances of disaffection amongst youth, to report, to formulate policies.

There are other ways of saying the same thing that draw more attention to the pastoral practice of the work - "harness their energies - constructively canalize their enthusiasm - allow participation and engender involvement." But the explicable (administrative rather than pastoral) side of the job rests four square on going from the young to the old, from the play scheme to the management committee, from the country adventure weekend to the education officers, from the games room to the school.

This "go-betweenism", which you characterize as the almost-intolerable burden of the worker in ghettoized urban neighbourhoods, is a crucial component of most job descriptions in youth and community work. I may say that I have made a specially concerted study of job specifications over the last two years of unemployment (after eight years of youth work in Toxteth and other areas of inner Liverpool).

The brief: to "liaise with statutory and voluntary bodies; to develop inter-related ways of working with other agencies cognate to the youth service" is now *de rigueur*. The Thompson review of the service in October 1982 has had a lot to do with that. And yet it is all too obvious that this pivotal paragraph really amounts to no more than exploitation, to a paper initiative. Nobody attempts to convince the "other agencies" that the youth worker has specialized knowledge to be taken seriously. This is how go-betweenism becomes ineffectual. No back-up. Lack of co-ordination.

The youth worker meets people - professional people - who think his role in the social education of youth is to supervise the ping-pong and pool

tables. To the police he is the disrespectful (titular) sheriff of the hole in the wall refuge for a neighbourhood's covert activities. To the problem family he is the social worker who works evenings.

Used and abused, bringing back messages from the front line of Youth Disaffection, the youth worker can become despised.

The youth worker has a place in the management of community youth education services. This realization is trickling like a transfusion into the administration and governance of those comprehensive schools in this city that have been revamped as "community schools". Local management councils are working alongside school governors. Tenants' and community associations are getting a chance to crack the workers' lot.

The youth worker's lot is that of the go-between. It is a dignified, professional, courageous, educative role. This is not to say that we make no judgement; just carry messages. We do not "run like hell" towards YTS.

A MOORE
82 Ramillies Road
Liverpool



9.25%
not rate when half yearly interest paid out

9.46%
not compounded annual rate when half yearly interest added

13.51%
gross equivalent compounded annual rate, to basic rate tax payer when half yearly interest added

THE BULLFINCH share account

IMMEDIATE WITHDRAWALS NO LOSS OF INTEREST

TEACHERS'

Chief Office:
ALLENVIEW HOUSE, HANHAM RD.
WIMBORNE, DORSET BH21 1AG
Tel: 0202 887171

Please send investment details to:
Name (Mr/Ms/Ms):
Address:
Postcode: **TD 1312**

Shares and deposits in the Society are Traded Investments
Members of the Building Societies Association and
Investors' Protection Scheme



An extra mural for Peers school's community projects room.

Too little, too late?

Education support grants for the training of school governors are just about to be announced. But with only a handful of local authorities taking this training seriously, £100,000 is not going to make much impression on the vast backlog of untrained governors, Elizabeth Marley finds.

**'Training for new governors
seems to be the exception
rather than the rule'**

new governors

Governors are more than willing to be tried. Existing courses are oversubscribed; major conferences like the NCC conference at Bath had to be repeated at Bristol to meet popular demand and OU course organizers say the response to their initiative has been overwhelming.

ment centre

A national development centre for the training of school governors?

has proved a major obstacle to the use of existing packages. The NAGM stimulation of a board meeting at Sunnyside primary school, and Cam-

So without more funding, and without a national training centre to consolidate the staff of the bridgehead established in governor training, it is hard to see the situation envisaged by the Government coming about where all governors can expect to receive training as a right to equip them for a partnership in the governing of schools.



Regulating rats

Plague shows a society in its true colours: a new study of the epidemic in 17th century England has set off distant reverberations. Conrad Russell offers a historian's view, and Colin McEvedy offers a medical one.

social fabric appears to have been stable and resilient". The plague does not appear to have caused big outbursts of class or religious hostility. It is interesting, in the light of the debate on the extended versus the nuclear family, that it is the nuclear family which was relied upon in time of plague: Dr Slack has found only two cases of parents failing to nurse their children through plague. Household isolation, no doubt, deprived many parents of the choice, but the contrast with

activities which were disapproved of for more than medical reasons". When we look at some of our reactions to the spread of AIDS, we may wonder whether we are really so very different from our ancestors. A short review can do no justice to this book: like Keith Thomas's *Religion and the Decline of Magic*, it is vital to the understanding of far more subjects than the one covered in its title.

The most famous example of this civic discipline concerns the parish of Eyam in Derbyshire where the rector, William Mompesson, persuaded the villagers to accept a voluntary quarantine when the plague broke out there in 1666. The result was a Public Health equivalent of the Charge of the Light Brigade, as one, by one the parishioners who remained faithful to their commitment hearted fell victim to the disease. A mortality of 72 per cent indicates that infected households actually achieved a 100 per cent success rate.

A biological explanation - a change in the nature of plague itself - avoids these difficulties. Slack quotes the well-known fact that mortalities in the last plague epidemics were as high as ever, and deduces from this that the plague bacillus retained its original virulence. He forgets that the only virulence that matters concerns the rat, for if the rats do not die no humans will. The appearance of strains of plague that made rats ill but did not kill them seems the best explanation for the deliverance of Europe from this terrible scourge.

Colin McEvedy

Colin McEvedy is a consultant psychiatrist, the author of several historical atlases, and has recently made a special study of the plague.

Conrad Russell is Asior Professor of British history at University College, London.

Conrad Russel

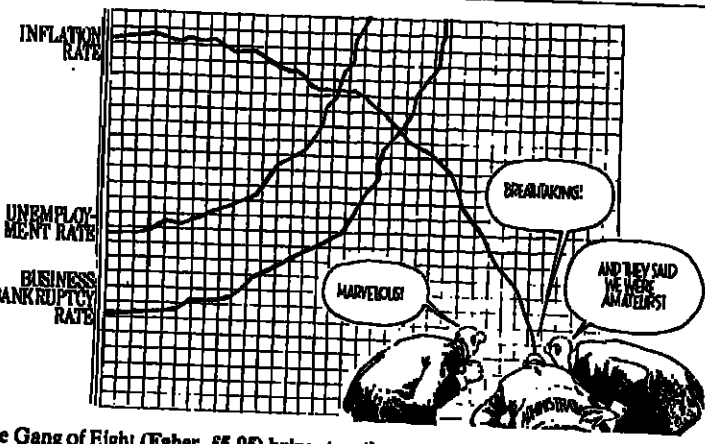
The Writing on the Wall: Britain in the Seventies. By Philip Whitehead. Michael Joseph £12.95. 0 7181 2471 5

It is not really Philip Whitehead's fault that much of this book makes dreary, depressing reading. After the social and political extravaganzas of the 1960s, the 1970s was the decade with a hangover, which lasted until Margaret Thatcher persuaded the nation to put its head under the cold-water tap. It was a decade of disillusion, in which political ideologies and aspirations (as well as politicians themselves) lost credibility. Panic – a sure sign of past over-indulgence – was the characteristic mood. There was panic over muggings, over declining educational standards, over black immigration, over pornography, over threats to democratic liberties from right and left.

Above all, there was economic panic. A monotonous succession of economic crises took Cabinet ministers into permanent conference with the anti-heroes of the day, British trade union leaders and international bankers. Most of the crises are now forgotten, some are barely comprehensible. In 1976, there was a crisis when the pound threatened to plunge below 1.50 dollars; in 1980, there was another when it rose to 2.45 dollars. Though Whitehead begins his story in 1964 and ends in 1981, the decade does have a kind of symmetry. As it opened, Labour seemed set to win a third election in a row, thus establishing its long-awaited position as the "natural governing party". By 1980, Labour was in disarray, its traditional working-class supporters seduced by a populist right-wing alternative. Its prospects of ever governing again with a working majority seemed remote. The crucial events took place in the middle of the decade: the great inflation of 1974-76, Sir Keith Joseph's conversion to monetarism, and Labour's failure to resist cuts imposed by the International Monetary Fund. The vital Cabinet on the cuts was in

December 1976. Tony Benn tells Whitehead: "I think the death of the social democratic wing of the party occurred in that cabinet, when Tony Crosland said at one stage: it is sad but we have no alternative." This was the true birth of monetarism, the true death of Keynesian welfare socialism, Prime Minister Callaghan's own son-in-law, Peter Jay, who had been the first influential convert to Milton Friedman's views.

Alternatives, indeed, were in short supply throughout the decade. The paralysis of the Labour centre – whether faced with the IMF or the Militant Tendency – was paralleled by that of the Tory wets. Politicians were carried along by events and there was a sense that the nation was waiting for



The Gang of Eight (Faber, £5.95) brings together the Pulitzer Prize-winning talents of eight of the most respected political cartoonists in the United States today. Each artist has selected twenty favourite works, revealing two decades of American history through the eyes of the most candid of observers. Above: an economic view from Don Wright.

Hungover

By Peter Wilby

something. Now we know what it was. "At last we live in a world where it will be possible to sack servants again," observed Lady Hartwell after the 1979 election. One of the curiosities of this book (though Whitehead does not remark it) is that many of the economic problems that dominate it have now been solved. Inflation is down, productivity is up (British manufacturing jobs were cut by a third between 1977 and 1985 with little loss of output), union power curbed. Most working people enjoy rising living standards, in contrast to the mid-1970s when real net incomes fell by 7 per cent. It just happens that more than 3 million citizens – and their families – cannot share the success and that most public services (notably education) are near collapse.

This book is the companion to the Channel Four Sunday night television series of the same name. The author had a peripheral role in these events as a Labour MP, who eventually lost his seat in 1983. This does not colour his account, which draws life and pace from what journalists call "good quotes" from the talking heads of the television series. There are inevitable weaknesses: statements that make good television are often unenlightening, even confusing, in print. Few are subjected to critical scrutiny; second-hand gossip and hearsay are allowed to stand on much the same level as first-hand disclosure.

But, if contemporary newspaper reports are the first rough draft of history, this will do as a second draft. Perhaps only television, playing on people's anxiety to make an impact on screen, could have prompted some of the more striking revelations. We are told, for example, how Sir William Armstrong, the head of the Civil Service, was heading for the padded cell as the Heath government prepared for its terminal confrontation with the miners.

We are told, too, how some Labour party leaders threatened to expose Jeremy Thorpe's association with Norman Scott if the Liberal leader formed a coalition government with Heath in February 1974. Denis Healey treats us to some extraordinary confessions of personal error. (No wonder he is reported to have demanded a higher fee in mid-interview.) Even he, though, cannot emulate Sir Keith Joseph who, donning the now familiar hairshirt, laments his notorious 1974 speech at Edgbaston, in which he seemed to propose that the lower classes should stop breeding. "I said it clumsily, I blame no one else, it was my own fault. I got hold of some research which I'd misinterpreted. I was trying to say something rather sympathetic about the lower classes." TES readers can no doubt write their own scripts for Sir Keith's contribution to some future volume on "Britain in the Eighties".

For the most up-to-date overview, the scientific journals, *Nature* and *Science* have published two excellent AIDS summaries. Although couched in rather obscure academic language, both articles are precise and informative. The former (*Nature*, October 3, 1983) is by Dr Robert Gallo, the American co-discoverer of the AIDS virus, the latter (*Science*, September 27, 1983), by Dr James Curran, a scientist who led the first investigation into AIDS' spread in America.

Dr Gallo is particularly stark in his views. "AIDS is emerging as its first major lethal pandemic of the second half of the 20th century," he states. Dr Gallo believes (along with most other AIDS researchers) that the disease is now acting as a standard sexually transmitted disease spread between men and women with relative ease. AIDS may well become established in the West and pose a serious health hazard in future, but the danger will come from intimacy, not from proximity to strangers. Good health education and sensible counselling are imperative if the disease is to be contained. Hysteria and prejudice can only be counterproductive.

Siegel, are even more dated. Both written in 1983, they make no mention of virus discovery, nor subsequent developments of tests for pinpointing people infected with the AIDS virus. Both are American and are only of historical interest.

For the most up-to-date overview, the scientific journals, *Nature* and *Science* have published two excellent AIDS summaries. Although couched in rather obscure academic language, both articles are precise and informative. The former (*Nature*, October 3, 1983) is by Dr Robert Gallo, the American co-discoverer of the AIDS virus, the latter (*Science*, September 27, 1983), by Dr James Curran, a scientist who led the first investigation into AIDS' spread in America.

Dr Gallo is particularly stark in his views. "AIDS is emerging as its first major lethal pandemic of the second half of the 20th century," he states. Dr Gallo believes (along with most other AIDS researchers) that the disease is now acting as a standard sexually transmitted disease spread between men and women with relative ease. AIDS may well become established in the West and pose a serious health hazard in future, but the danger will come from intimacy, not from proximity to strangers. Good health education and sensible counselling are imperative if the disease is to be contained. Hysteria and prejudice can only be counterproductive.

lingo

More about presently

In a recent Lingo (TES, November 20) John McDermott correctly points out that the use of 'presently' to mean 'now', to which Bridget Loney had earlier objected, was in fact an old usage. He might have gone further.

Not only was "at present, currently" the original meaning of 'presently', but the Scottish and American English, neither of these countries followed the shift of meaning that linguistic fads brought about in the written English of England; and in both of them the writers would happily pen sentences like: "We are presently concerned with semantic history"; and "The Com presently sitting is..."

Now is the revival of the original meaning in English English all over new: it goes back at least to the thirteenth century, and though OED Volume VII (which the usage in question 'Obs' (since 17th c.) in lit. Eng." it quotes Ruskin as writing of "Our presently disputed claims" (*Seven Lamps*).

However, when Mr McDermott goes on to complain of current blurring of the distinction between *disinterested* and *interested*, he falls into the same sort of linguistic misdeeds as Bridget Loney. While the distinction he applauds is helpful and worth preserving, it is one that has grown up. It is neither inherent in the words nor present in their early use: "a careless disinterested spirit is no part of his character" (*Junius Letters*); and "How disinterested are they in all worldly matters" (Jeremy Taylor); and "He do I think that any uninterested could will deny..." (Roger Coke); and "I know me to be an uninterested person" (William Cowper). (Citation from OED).

A similar historical confusion underlies the present distinction between *ingenious* and *ingenuous*, going back at least to the 16th century. *Ingenious* was originally a noun formed from *ingenium* and meant "nobility (of birth or character); frankness". Hence Locke could write of an opponent's argument being "more creditable to his acuteness than to his ingenuity". But as a noun related to *ingenious* was much more frequently needed than one related to *ingenium*, the former function kidnapped the existing noun *ingenuity* and its previous role had to be filled by the creation of a new noun: *ingenuousness*.

In these instances, as in so many matters linguistic, all is not as it at first seems.

W T McLeod

Among this week's contributors:

Peter Wilby is education correspondent of *The Sunday Times*. Robin McKie is science correspondent at the *Observer*. Patrick Carnegy is working on a book about the history of theatre design; SD Lavender is an adviser for religious education in Hertfordshire.



A university challenge

by Denis MacEoin

If there is a God, it's ten to one he has never heard of the university subject generally known as Religious Studies; if he has, he probably thinks it's the same thing as Theology (or, if, as I have long suspected, he happens to be a Scotsman, Divinity). I base this rather flimsy proposition on the premise that, since much of this sort of ignorance is widely manifested by sixth-formers and by those who advise them and write their UCCA references (all of whom ought to know better), God, who is, after all, something of a headmaster himself, probably shares it.

Before I get bogged down in a tedious theological wrangle for which I am ill-equipped (having wanted nothing more than an interesting first sentence, an "attention-grabber"), let me come to the point. Every year, scores of hopeful sixth-formers apply to do courses in religious studies at a handful of university departments throughout the country (including Scotland), only for it to become clear to those who subsequently interview them that what they really wanted to study was theology (or divinity) or biblical studies, which are very different things. At the same time, it may be surmised that equal or greater numbers of capable sixth-formers who might be very suited to a religious studies course do not consider it even as a remote possibility, usually because they are not religiously-inclined them-

selves. This is a little like students avoiding politics because they are not standing in the current local by-election, or keeping away from French because they happen to be British. It is arguable that, of all subjects available to prospective students, none is more grossly misconstrued or more blatantly misrepresented at all levels than religious studies. Since it is also arguable (as I shall show) that, in some respects, religious studies may claim to be one of the most academically stimulating and intellectually demanding of all subjects studied at university level, perhaps it is time for an exercise in demythologization.

Every year, numerous candidates – not a few of them bashful young ladies in sensible shoes and prim dresses – appear for interview here in Newcastle and other departments of religious studies. In many cases, their references carry statements to the effect that "young Johnny/Jenny, while not an academic high-flyer, is a very pious lad/lady who is active in the school Christian Union, teaches in a local Sunday school, and visits old ladies every Saturday afternoon; he/she will, I am sure, do very well at theology (sic)". This is really a roundabout way of saying, "Johnny/Jenny has about as much hope of getting a university place as Barry Mandlow's nose, but since we all know that theology isn't a serious academic subject anyway and is only taught at universities because it is a

tradition hanging on from the middle ages, he/she may as well slip in the back door and take one of the BDs you are obviously having trouble even giving away." And, of course, hopeful young Jenny is herself labouring under the delusion that we pray before lectures and sing hymns during seminars, with the result that she goes home in tears on learning that she may be taught by atheists or asked to study Indian phallic worship or asked to read Marx, and that, thank you very much, we aren't any more interested in the academic rejections than our colleagues in medicine or English.

It all begins, I suppose, in the generally low status accorded to religious studies (under the various headings of RE, RI, biblical studies, or divinity) in schools. The only compulsory subject up to O level, it is widely regarded as one that serious students do not take at A level, since they have to concentrate on "real" subjects more appropriate to university entrance, such as physics, economics, English, or sociology. Those who are advised to take religious studies at A level are often either the less-gifted or the pious. Like woodwork or domestic science, the subject is deemed by many to be beyond the academic pale (and to be something of a doddle anyway). And since few schools teach non-Christian subjects at that level and many leave the course in the hands of a believing teacher whose real subject is French or biochemistry, that advice may be fairly sound: there is much to be done in schools to bring a level religious studies on to a par with other disciplines, but we get back to the universities.

By assuming that religious studies at university is merely an extension of the less-than-respectable RE of school, or that it is a course designed for individuals who wish to take holy orders or convert the heathen, not only do careers teachers channel in our direction an excessively narrow selection of candidates, they also effectively keep away large numbers of academically-gifted agnostics and atheists who, regardless of their private religiosity, might have found in the academic study of religion a subject of more than passing interest. Not to mention a good few Muslims or Hindus with ideal personal backgrounds for those courses dealing with their traditions.

To get things straight, religious studies is not theology. It is not designed to train ordinands, nor does it assume or expect religious commitment on the part of students who engage in it. It leads to a BA, not a BD. As an academic discipline, it broke away from theology in the last century, but it has only been in the last few decades in this country that independent departments have emerged, either by direct establishment or through the restructuring of existing departments of divinity.

To be precise, religious studies is the rigorous, scientific study of anything and everything that may be subsumed under the general heading of religious behaviour – from the formation of belief systems to the fomenting of revolutions. As an academic discipline, religious studies has most in common with politics, sociology, or anthropology, but it draws freely on (and contributes to) many other fields, such as philosophy, linguistics, or history. By its nature, it is universal and transcultural in scope, although no single department can ever hope to cover more than a limited range of areas. Christianity is accorded no special position, and courses may range through the main religious traditions to "primitive" religion, the sociology of movements, the sociology and psychology of religion, secularization, magic and occult practices, the relationship between religion and politics, religious art and archaeology, or even quasi-religious movements like communism or fascism. Ancillary subjects such as languages play an important part in my own department, students can study elementary Arabic, Sanskrit, Hebrew, or Greek and go on to

read basic religious texts in the original.

Hard though it is to believe, there are still some secularists who consider religion an outmoded and irrelevant form of human behaviour and who, in consequence, think that students who want to understand modern society ought to read economics, politics, or sociology. Such attitudes can only be regarded as tragic in a world dominated by such events as the Iranian revolution (and the general recrudescence of Islamic fundamentalism), the rise of neo-fundamentalism in the United States (and its role in the political process there), the growth of liberation theology in Latin America, or the emergence of important new religious movements in the West and the third world.

I have suggested that religious studies is an unusually stimulating and demanding academic subject. Let me argue that case. In spite of the philistine policies of the present government, with its purely utilitarian criteria for university development, there are still some of us who believe that the main purpose of a university education is to train young people to think, to use their minds in original and creative ways, and, above all, to learn to subject their own and other people's assumptions about the world to acute critical analysis. To some extent, it is immaterial what subject a student takes, since all fields of study possess

the potential to exercise the mind in these ways, but obviously some disciplines are of greater value than others in this respect. Philosophy is an obvious, though much-neglected, candidate. Sociology teaches students to look more closely and critically at institutions or customs they may have taken for granted. History teaches us to read texts with scepticism. But religious studies goes to the heart of things and deals with the most crucial area of all – what people believe and how they act as a result. Religious controversies are, as we do not need reminding, as often as not matters of life and death.

Religious studies can, in consequence, be a disturbing experience for some. Pious Christian students may be asked to subject their own most cherished beliefs about Jesus or the Bible to trenchant criticism or to examine seriously and fairly the beliefs of Hindus, Sikhs, Muslims, or snake-handling Pentecostals. Muslim students may be required to ask questions about the Qur'an that no modern Muslim theologian would dare even consider. Atheists may be forced to come to terms with the strength and effectiveness of religious commitment in the lives of other people. Occultists may find themselves scrutinizing magic or alchemy with the tools of rational analysis. Such experiences can often be painful, and sometimes students are

continued overleaf

The Life and Teachings of Jesus Christ

Malcolm and Joan Grills

The Life and Teachings of Jesus Christ is designed for students studying for first examinations in Religious Education. It concentrates on a comparative analysis of the Synoptic Gospels but also includes relevant material from John's Gospel.

A series of introductory essays treats in full the historical, political and religious background to the Gospels. It includes information on The Roman Empire; Parties within Judaism; The Jewish Law; Expectation of the Messiah; The Kingdom of God.

- ★ Both authors are experienced teachers and examiners
- ★ Covers one of the most popular topics studied at this level
- ★ Includes substantial work sections suitable for classroom or homework use
- ★ Contains a glossary; an index, and an index of biblical terms

184 pages, illustrated with maps and diagrams

0 19 917062 2
£3.75

FREEPOST your inspection copy requests to:
Oxford University Press, Education Division (VK 122), FREEPOST, Oxford OX2 6BR



oxford

Intimacy, not proximity

Robin McKie on books about AIDS

In early 1982 Terence Higgins, a 37-year-old Briton developed symptoms of a strange illness. These began with feelings of malaise, sickness and headaches, developed to vomiting and night fevers, and later included severe weight loss and delirium. By summer, he was hospitalized suffering from a rare form of pneumonia. Terence became desperately thin and pale and during bouts of hallucinations did not recognize friends and relatives who visited him. His condition deteriorated and on July 4, he died of another rare illness, toxoplasmosis.

The death of Terence Higgins – like that of any other young man – was tragic. However, it was also remarkable for one particular feature: he was the first British case of AIDS, the now infamous immune disease that destroys its victims' powers to fight various cancers and pneumonias. Ter-

ence's name has subsequently been given to the UK voluntary support group for AIDS sufferers, the Terence Higgins Society.

Since 1982, AIDS, which translates as Acquired Immune Deficiency Syndrome – has acquired such a reputation that it has become the most feared of all medical diagnoses, surpassing even cancer for its association with lingering death. This reputation is unjustified for AIDS is hard to acquire and casual contact is certainly not involved. Victims (of whom there have been 176 in Britain so far) are infected either through sexual intercourse or through blood contamination. Yet tabloid newspapers continue to generate public hysteria by labelling AIDS as "the gay plague" and by constantly implying that the disease is contagious. It is not, though the public could now be forgiven for thinking so.

Fortunately, sober appraisals are available and will provide invaluable information for those workers, such as teachers, who could come into contact with AIDS virus carriers during the course of their jobs.

Some of these publications are academic, others are intended principally for gay readers, while a few strike a good balance. The best is the Hemophilia Society's *AIDS: the Blood*. Its author, Dr Peter Jones, a leading blood researcher, presents the booklet as a series of straightforward questions and answers that should give

comfort to the general reader. Only high risk groups – homosexuals, intravenous drug taken and haemophiliacs – are at risk of contracting it.

This author is at times commendably blunt: "Is AIDS spread by ordinary social contact? No. How safe is an ordinary blood transfusion? Very safe. Is a protective vaccine against AIDS available? No."

Other sections are more expansive and, compared with most hysterical Fleet Street outpourings, make well-drawn, readable, and informative. The former (*Nature*, October 3, 1983) is by Dr Robert Gallo, the American co-discoverer of the AIDS virus, the latter (*Science*, September 27, 1983), by Dr James Curran, a scientist who led the first investigation into AIDS' spread in America.

Dr Gallo is particularly stark in his views. "AIDS is emerging as its first major lethal pandemic of the second half of the 20th century," he states. Dr Gallo believes (along with most other AIDS researchers) that the disease is now acting as a standard sexually transmitted disease spread between men and women with relative ease.

AIDS may well become established in the West and pose a serious health hazard in future, but the danger will come from intimacy, not from proximity to strangers. Good health education and sensible counselling are imperative if the disease is to be contained. Hysteria and prejudice can only be counterproductive.

Colossal

Atlas of World Population History. By Colin McEvedy and Richard Jones. Penguin Reference Books £4.95. 0 14 051076 1

This compact, crisply written and clearly mapped and charted guide to world population growth, from man's first appearance on the planet up to the present day and even (by projection) beyond, was first published in 1978. Its release is welcome.

Turning to the section on the world's most populous country, one learns that in the century preceding the communist victory of 1949, China's numbers rose by only 25 per cent, whereas world population in the same period

rose by more than 100 per cent. It is only since 1949 that the great Chinese population explosion has taken place, and, as the authors write: "even small percentage rises can result in colossal absolute gains when the existing population is measured in hundreds of millions."

Even with the enforcement of the one-child-per-couple rule by ever more rigorous social and economic sanctions against those who dare to procreate more prolifically, China's population increase (currently running at about a million a month) will inevitably persist, with her numbers peaking, probably, in the year 2000 at around 1,150 million.

Fortunately, few other statistics in this extremely useful book are quite as terrifying as these; but they are all as graphically presented and illustrated. My one small reservation – the eye-tiring smallness of the print.

Martin Fagg

Primary material

In the Presence of the Creator. By Gale E Christianson. Collier Macmillan £18.95. 0 02 905190 8.

The Survival of Charles Darwin. By Ronald W Clark. Weidenfeld & Nicolson £14.95. 0 297 78377 7.

Newton and Darwin were perhaps the two greatest scientists who ever lived, but although their scientific contributions are well known, their personal affairs are little known even in their native land. Here are two welcome books – both well produced in the

United States – which attempt to put their work in the context of their lives. Gale Christianson's study of *Isaac Newton and His Times* is described by the publisher as "the first major popular biography... in fifty years". There have actually been several good ones quite hard going, but the author does make the large concession of avoiding scientific jargon and mathematical notation. He uses extensive primary material, including the millions of words of Newton's own papers, to produce a 600-page account of his astonishing career set firmly in the giving attention not only to his central achievements in optics, dynamics, and his eccentric adventures in religion and alchemy, in addition to his public activities.

There is virtually nothing about the fate of Newton's ideas after his death, or their total acceptance during the eight-

eenth and nineteenth centuries, and their gradual supersession during the twentieth century. The opposite approach is taken in Ronald Clark's *Biography of a Man and an Idea*, in which the first half describes the life of Darwin and the second half discusses the fate of his ideas after his death. Clark is an experienced biographer, and he seems happier with the man than with the idea. He uses extensive primary material, including the millions of words of Darwin's own papers, to produce a 200-page account of his more placid career; but he sometimes seems out of his depth in the 150-page account of post-Darwinian evolutionism.

Both books are marred by misprints, some of them seriously misleading, but they remain readable introductions to two men and two systems of thought which may be called extraordinary in every sense.

Nicolas Walter

Unholy associations

Chris Arthur looks at some unwanted connotations of religion and RE

Immediate associations and chance remarks are often instructive in a way that eludes our more deliberate utterances. They give away what we really think underneath the reserve which more studied reflection tends to impose.

Some subjects are particularly apt to break through to that part of our personality whose voice shouts out in those unthought instant responses. Politics and religion are, traditionally, the most direct routes to it and, as such, are taboo subjects at those dinner tables where reason's veneer is preferred to the depths of gut-reaction.

Anyone who is professionally concerned with religion, unless they move in the most refined circles, will have experienced scores of instant opinions about their chosen subject, opinions which are often comical, sometimes sad, and occasionally terrifying in the wider implications of the ignorance they betray.

One of the more memorable off-the-cuff remarks about religion which I have encountered was made by a security man on the ferry between Stranraer and Larne. It was during the height of "the troubles" in the 1970s, when any young male travelling to Northern Ireland was especially liable to be questioned. When he learned that I was a student doing religious studies, he immediately looked at the magazine I was carrying (*Punch*) and said: "Then I don't think you should be reading that." What, one wonders, would have met with his approval? Calvin's Institutes? the Bhagavad Gita? What would he have thought of that most religious of modern comedies, *The Hitch-Hiker's Guide to the Galaxy*? One fears that only an open Bible, a grimly unsmiling face and the general demeanour of an undertaker would have satisfied his expectations. When the topic of religion came up, his

first reaction revealed a compound confusion between studying religion and being religious and between being religious and having no sense of humour.

A more common response to the revelation that one is somehow involved with religion takes roughly the following form. Question: "What do you do?" Answer: "I'm (say) an RE teacher." Response: "But if there's a God, why did he make the world like this? Why does he allow such suffering to happen?" Alas, I am unable to provide any satisfactory reply. Indeed, on encountering such a scenario, I tend to express agreement and even to amplify the problem, presenting - often via St Augustine's well-honed formulation - the cutting edge with which it threatens the jugular of Christian theism. Such a response does not generally meet with much approval, for - intriguingly - many of those who react to religion/RE in this way appear not to like too much to be said against the God they don't believe in.

Classroom gut-reactions are, of course, legion. One which I particularly recall was from an S2 girl who, midway through a lesson on Islam, asked: "When are we going to do some proper RE, sir?" Her expectations would probably have been satisfied by much the same blue-print as the security man at Stranraer appeared to have in mind. What she said is evidence of a widespread identification of religion with Christianity - which rules out of court as irrelevant, or mistaken, the faith of Hindus, Buddhists, Muslims, etc. Such an outlook seems singularly undesirable on our religiously plural planet.

Given the huge reservoir of ignorance about religion which is suggested by the spot-checks provided through the medium of chance remarks, RE teachers are faced with an immense remedial task. Before they can move

on to more advanced levels, they must first try to deal with gut-level reactions which make those in their charge unwilling or unable to see beyond the horizons of their own prejudices. As the deputy head of a Lotherian school put it to me in a revealing aside: "Ideally, an RE teacher needs to be an ex-boxer with the patience of a saint". Since the school's RE "department" was housed on two shelves of an outlying corridor, I was inclined to agree with him. Anyone taking up the post he was interviewing for would have needed to repair to the gym quite often to work out their frustrations on a punchball.

If anyone doubts the accuracy of the rather pessimistic view of people's religious education which emerges with a consideration of their chance remarks, let them experiment. If pupils (or nearly anyone else for that matter) are asked for an instant response to the word "religion", or to "religious education", an enormous venting of gut-feeling and confusion tends to occur. Even dismissing those merely antagonistic replies calculated to annoy, the exercise is unlikely to be encouraging. The associations commonly show a chronic confusion between religion and RE. Moreover, "religion" tends to elicit "God" and "boring" in about equal measure.

The Religious Experience Research Unit at the University of Nottingham (whose mother unit at Oxford was the brain-child of Sir Alister Hardy) is currently running a project to research and develop a curriculum programme of experiential learning in RE. At a course for teachers who had been participating in the work, the attitudes of those present to "religion" and "religiosity" were investigated by what was rather alarmingly referred to as "brainstorming". Less drastic than it sounds, this simply involved looking at the immediate responses which certain words conjured up in the mind. Among the responses called out to "religion" were: processions, rules, dogma, boring, old ladies in frocks, and, intriguingly, old ladies in frocks. Among the responses to "religiosity" were: depth, mystery, peace, bias, darkness, holiness and energy. The result of such deliberate brainstorming seems to confirm what a more random exploration of immediate responses would suggest: "religion" has some rather unhelpful associations in many people's minds.

Since the work of the Unit is explicitly geared to going beyond the public phenomena of religion (which seem to elicit such bad feeling) and getting to the inner experiential roots out of which the religious impulse in *Homo sapiens* apparently arises, one hopes that it might eventually result in a profound change of attitude towards religion. Certainly there would seem to be little doubt that the roots it seeks to tap are still very much alive (on this see David Hay's fascinating book, *Exploring Inner Space*, Penguin, 1984, which records the Unit's findings concerning the common incidence of religious experience in modern British society).

In the meantime, brainstorming and insights offered by more casual chance remarks can provide useful dipsticks to test the nature of deep-seated feelings about religion. I do not imagine that the readings they show will change much in my lifetime; all I've changed, upon reading, is the suggestion that massive surgery is required - but of course that requires massive funding. One suspects that when "religion" and "RE" are voiced in the corridors of power, whether educational or political, the responses are "non-priority", "unimportant", or, as one member of an influential Scottish committee is reputed to have said, "why can't it just go away?" The work being done at Nottingham is a small light in an area of considerable darkness. Until further illumination dawns we will doubtless continue to be treated to the spectacle of otherwise well-educated people reverting to some atavistic level of ignorance and barbarism as soon as the word "religion" is mentioned. It is a pity that the potential of such light-hearted observations is more often overlooked.

Dr Chris Arthur is a Research Fellow at the University of Nottingham.

University challenge

continued
radically changed as a result of them. Some lose the faith they entered university with, some gain a faith they never possessed, the majority go on basically as they were with added depth, insight, and understanding.

By failing to recommend religious studies as a viable option, careers teachers and heads are doing large numbers of good students a serious disservice. The sort of student who would do well in sociology, politics, anthropology, oriental studies, or philosophy will often do as well or better in religious studies. At the moment, the field is more open than most, and there are ample opportunities for the high-flyers to find places - to their

advantage and that of teachers of subject equally. For good students offer an intellectual challenge with something of the exotic, and mention smaller classes. With increased interest from the school-leaving government may even be a virtue of allowing the subject to expand. As students and teachers prepare for the coming round of UC applications, it may be worth a while to take a close look at perspectives of the main university departments offering courses in religious studies. Who knows, even if we decide to apply - but be ready to place it where he has the grades.

Dr Denis MacShane lectures on the Department of Religious Studies at the University of Newcastle upon Tyne.

Five to nine

The Assembly Year. By Robert Fisher Collins £7.95
Come Alive. By Mackenzie Coulbourne
Oliver and Boyd £7.50
Assemblies Round the Year. By Beverly Birch
Ward Lock Educational £6.95

The very word "assembly" carries, for those who know our schools, all manner of connotations. Into the mind's eye swim all the familiar images - lines of yawning children, little girls braiding each other's hair, a stern admonitory figure at the front of the hall. "Nothing to it really," a head said to me when I first entered the profession. "Just give 'em a hymn, a prayer and a blocking."

Most primary heads these days yearn to depart from the HPS formula. Some of us, alas, repeatedly fail, caught out by the always astonishingly abrupt arrival of five to nine, necessitating a feverish and hopeless search on the bookshelf and a whispered consultation with the resigned pianist as the children file in. How many of you - come, confess it - have uttered the words, "Now pay attention boys and girls," without having the remotest idea of what was going to follow?

Publishers, aware of this constant lurch in the head's shoes, bring out a fairly steady stream of "assembly books". Often they recirculate a sequence of familiar tales; sometimes they dredge up an anniversary for every day of the year. I always buy any assembly books offered by Linnet Press.

The Assembly Year is a pretty comprehensive source book. It starts, sure enough, with a calendar (August 29, National Day, Romania, October 16, Cliff Richard, pop singer, born 1940) which is about the most exhaustive of its kind I have ever seen, and goes on with chapters of Themes, Stories, Poems and Prayers and Resources.

Gerald Hall

Rites and rituals

Easter. By Julian Fox 085074 451 4
Harvest and Thanksgiving. By Ralph Whitlock 085078 452 4
Christmas. By Alan Blackwood 085078 450 6
Wayland £4.95 each

These three volumes form part of a series on Festivals, designed for upper junior and lower secondary range pupils. The attractive and colourful illustrations are usually clearly related to the holiday at hand.

Each book follows a similar pattern: a fairly brief résumé of the Christian background of the festival precedes a lengthier account of various religious and non-religious rites and rituals which have grown around the religious aspects. This is concluded by a somewhat cursory glance at religious art, then Christianity.

This lack of overall religious perspective proves a serious shortcoming. Do children really need to know - in a section entitled "Customs and Games" in the volume about Easter - that Hallaton inhabitants indulge in "barefoot scrambling and bottle-kicking"? Or that during China's autumn festival "women used to climb to the tops of pagodas to be as near the moon as possible and while there they made secret wishes"? All this detail at the expense of, for example, the chapter on spring festivals around

the world. The brief references to it would gain relevance if related to celebration by Hindus in Britain.

Where religious aspects of the festivals are explored there are inaccuracies: do "The four gospels" inaccurately do "The four gospels" of the New Testament of the Bible the story of Christ's birth? Consider the statement, "Blessing and giving of Palm Crosses is still a custom in Roman Catholic churches but not Protestant churches have given up the custom." The following example illustrates some of the general inaccuracies about faiths other than Christianity: "Other religions have important festivals too, but none that mean as much to so many people as Christmas." Well, for instance, and a superficial view of the Jewish festival of Pentecost would be a token sentence on Christianity: "For Christians, the festival of Pentecost has become Whit Sunday, when the Holy Spirit was given to the world."

This series will almost certainly find a place on the school library shelf as a valuable source for project work. These three volumes seem happy enough in a general classroom context, however, because of their tendency to rivalise some of the festival books in aspects. Any references to appropriate Bible passages are surprisingly omitted.

S D Lavenex

Still muddling on

Dominic Bullock surveys religion in schools today in the light of the 1944 Act

"One had told me he didn't believe all that rubbish about Jesus being found in the bulrushes. It surprised him when I told him I didn't either."

Thus did one experienced RE teacher illustrate the quiet revolution that has occurred in schoolchildren's ignorance of the Bible. Coupled with the high proportion of children from Muslim, Hindu and Sikh families now in schools, it renders Butler's stipulation of a daily collective act of worship outdated and unworkable. How can one worship without knowledge, let alone belief?

It is hardly startling to learn that the 1944 Act is widely disregarded if semantically justified, given that worship can mean all things to all men. School assemblies these days tend to consist of moral fables or entertaining with a message rather than formal homage to a Christian God. John Rowland, an ex-pastor now head of a Kent secondary modern with a 10 per cent Asian intake, holds that, for educational purposes, worship can mean "ascribing worth to something", presenting an implicit rather than explicit religion. Recourse to a dictionary offers little help, as definitions evidently move with the times too. The 1960s' version defines worship as "adoration of God" while the 1980s' proposes, more open-endedly, "worthiness, merit, honour and respect."

The hard facts of life that schools must adapt to are first, that belief and participation in Christianity has dramatically declined and, second, that some schools are as much as 90 per cent Asian. One third of the pupils at a CE (controlled) primary are from Asian families. The school acknowledges Muslim, Sikh and Hindu festivals as well as Christmas, Easter and Ascension Day (when the whole school attends church). Many would consider the headteacher correct to demonstrate to his pupils their fellows' mixed religious and cultural backgrounds, yet this approach is a world away from the original intention of Lord Butler's "act of worship".

The Act virtually assumes Christian adherence, especially on the part of headteachers. This was perhaps feasible 40 years ago, but is not today. One has even withdrawn from his school's assembly on the grounds of his agnosticism, believing it hypocritical to preside over worship. His action is rare, his beliefs commonplace. Religious faith is no longer taken for granted in society, so it is unfair that such assumptions are made for children and teachers.

Most headteachers are pragmatic in their attitude to the Act, believing that there is a real educational need for some regular corporate activity. However, most recognise the discrepancy between the old law and the present reality. Headteachers simply have to improvise as best they can. Ray Honeyford in Bradford lost his job for attempting to cope with the conflicting demands of the Act, the Bradford education authority and the minority of non-Asian pupils in his school.

In public and/or Catholic schools, religion still plays an overt role in accordance with the Act. Compulsory church attendance, the recitation of certain well-established prayers and the juxtaposition of hymns as varied in message as "Jesus shall reign where'er the sun" and "I vow to thee my country" nourish, in some Christians' opinion, an erroneous conception of God and the Establishment as one, as well as building up lasting resentment of genuine Christianity in many pupils. Similar criticisms have been levelled at both the Church of England, often nicknamed the "Tory party at prayer" and the Roman Catholic Church. However, for all the going-through-the-motions, the connections between religion and values, between Christianity and a school's ethos, are clearly stated at such institutions.

Whether religion is practised in proper line with the Act or not, Religious Education remains the one subject all schools must teach, and the only one pupils can withdraw from. Right of withdrawal is hardly exercised at all by Asians, though regularly

practised by Jews and Jehovah's Witnesses.

The Act invests RE with supreme importance but it occupies a no-man's-land in many schools. It has undoubtedly lost status, receiving its statutory weekly lesson, but rarely anything more. Teachers have fleeting contact with their pupils and as a result RE is considered an unknown quantity at A level, a gamble for students accustomed to only one class a week. The new 16-plus exam with its increased specialization may mean RE is pushed further into the background.

The highest salary rate for RE staff is Scale 3, whereas in Catholic schools, staff can reach Scale 4 and public school chaplains rank with the house-masters in status and have pastoral as well as teaching obligations. More evidence of low esteem for RE in the state sector is that it rates near the bottom in the requisition list for books.

Does it matter that RE is so lowly regarded? A letter from an agnostic to a community magazine proposes that a school RE should be abolished, asserting that it is the responsibility of churches and parents. Ironically, many Christians agree. Dick Goodwin, a teacher and head of RE at Joseph Williamson Mathematical School, Rochester, takes the point, but finally disagrees: "If there were no formal religious education in schools the Churches would indeed have to become more aware of their responsibilities. On the other hand, religion is about values, which form our point of view. It would be impossible to cut religion out of education altogether."

Goodwin's educational point of view is no one's secret. "An educated person is someone who is aware of the influences upon him and his own prejudices," reads his summary of the purposes of RE. As if to reinforce his point, his school's Head of Biology is a creationist. One of their Oxbridge hopefuls, himself an anti-evolutionist, expressed unorthodox views on the fossil handed to him at his interview, but still gained a place.

Paul Harvey, chaplain at a public school, maintains "RE has great historical and cultural importance. He considers himself 'a catalyst', a thought-provoker. He mentions that ethical matters of practical relevance are being discussed more and more in his classroom and the RE lesson provides one of the few available forums for such debate."

The examination of an RE syllabus convinces one that it is definitely worth academic study. There can be no more important questions than What is the universe? Does God exist? What is man's relationship to God? Added to these are today's pressing requirements - to improve Biblical knowledge, to deal with uncertainty about rights and wrongs, to avoid dogmatism and discourage too academic an approach to spiritual matters. Theoretically, RE still has a special place in the curriculum. A new Education Act could lend this timely reemphasis.

Schools need to reestablish their image as bastions of values and discipline to reassure parents, some of whom are joining the growing lobby for separate "one-faith" schools. Fourteen Islamic schools now exist in Britain and the Sikhs in Southall have £5 million to spend on a school when they can find suitable premises. Reasons in favour of such schools are ostensibly more linguistic and cultural than religious. Asians are anxious about their offspring growing up culturally stateless, torn between the differing standards of school and home. There have been several teenage suicides among Asian girls arising from such conflict.

Many parents, of all creeds and colours, are worried about society's secularizing influence on their children. Genuine Christian schools have also been founded over the past decade out of disillusionment with nominally Christian education. The cry for single-faith education challenges the long-held dream of a thoroughly mixed society devoid of racial, cultural or religious discrimination.

Critics argue that single-faith schools cultivate exclusive attitudes

and social division. They also raise the issue of maturity. Is it right automatically to saddle children with the faith of their parents, referring out of convenience to six-year-old Hindus, Christians, or Muslims? In attempting to categorize social groups, there is a danger of nurturing separatist attitudes by using misleading labels.

Although Muslims allege examples of State aid to Jewish and Catholic schools in their pleas for Government funds, subsidies for single-faith education are most unlikely to be given. By definition, such schools go against the doctrine of integration which has remained official policy ever since the Commonwealth immigration began. Ironically, according to the Act, it is also official policy that all state schools should be Christian. The desire for separation points a finger at an increasingly valueless society where Christianity, still nominally the state religion (perhaps a myth that should perish for Christianity's sake) is a bystander, although the Establishment will not admit it. To many Christians, the American constitution seems to foster more genuinely religious freedom than our unhelpful alliance of Church and State. Freedom of belief should be the freedom not to believe as well. The academic study of religion is not seen as divisive and is welcomed by most Muslims, Christians, Hindus and Sikhs alike.

The drawbacks in muddling on with the 1944 Act are clear. Christianity does not benefit from an image as the official faith of a schoolable headmaster, nor does widespread ignorance of their background and heritage help the Asian sense of identity. RE, potentially a reconciler, has lost its leading role in schools. We are all members of the same perplexing society and need values to, at the very least, reject. The message from RE staff is that by knowing what we are, others believe we can live with each other better. To quote Proverbs, considered Holy Word by several religions and sound sense in the main by atheists and agnostics: "The wise get all the knowledge they can, but when fools speak, trouble is not far off."



Archaeology can neither prove the Bible nor disprove its major claims, for they are about God's writings. Alan Millar, in his introductory chapter to "Treasures from Bible Times" (Lion Publishing £3.95, 0 85448 587 0). The book looks at particular discoveries and how they have been, or may be interpreted. Beautifully written and produced, ideal for the school.

Buddhism resource project

The Buddhism Resource Project was set up following the South Coast SFAF conference on Buddhism held at the West Sussex Institute of Higher Education in March 1985. The project is run by teachers, lecturers and Buddhist educationists who are concerned to encourage the consideration of Buddhism in school religious studies syllabuses and to produce resources that will facilitate this. So far the group has met three times and further meetings have been scheduled for 1986.

The two basic principles on which the project is founded are (1) the resources produced (most of the books will be published by Wisdom Publications) should have a general appeal to educators and the representatives of Buddhist communities; (2) all the resources for children will be tested in the classroom before publication. This, we hope, will ensure that the material is of high calibre, accurate to the tradition and suitable for the intended age-range.

As yet nothing has actually been published, but we have people working on a textbook for A level study, a teacher's handbook, a textbook for use in general/social studies classes and some booklets for use in infant and primary schools. Other items on the agenda are a textbook for the GCSE, a

The Presence and Practice of Buddhism, edited by Peter Connolly and Clive Ericker, is published by the West Sussex Institute of Higher Education. The proceedings of the 1985 South Coast SFAF conference on Buddhism contains lectures on the Buddhist tradition, transcripts of seminars with Buddhists and guidelines on teaching Buddhism in the secondary school. Copies are available for £3.00 including postage and packing from W. Owen Cole, W. Sussex Institute, College Lane, Chichester PO19 4PE.

FEELING PRESSURED?

It's hardly surprising. R.E. teachers have more demands on them than ever before. You are asked to teach about the major world faiths, to keep a significant emphasis on Christianity, to help pupils develop a spiritual awareness and understanding, to cope with mixed-ability classes, and on top of all that, to structure a course and sort out your own resources from a patchy collection of books on different topics.

Steps in Religious Education by Michael Keene is a three-book R.E. course to help you achieve all your aims and release the pressure at the same time.

- ★ Steps in Religious Education is a new structured course for 11-14 year olds
- ★ It's easy to use with each unit divided into self-contained double-page spreads with information on the left and activities and exercises on the right
- ★ It covers Christianity, Judaism, Hinduism, Sikhism and Islam
- ★ It's approachable, attractive and completely up-to-date

Book 1 will be published in March 1986 but complete the coupon below so you receive your copy as soon as it is published. Books 2 and 3 will be published before the end of 1986.

☐ Please send me an inspection copy of Steps in Religious Education Book 1 price £3.25 (prov) non-net 09 163281.1

Names School

Address

To: Clare Wileman, Hutchinson Education, FREEPOST, London WC2N 4BR

EDUCATION PRESS

Hennock Road, Exeter, Devon EX2 8RP

A member of the Pergamon Group of Companies

Have you seen the latest RMEP titles?

THE UNITED NATIONS AND ITS AGENCIES

RJ and J Owen 008-031784-7 £3.30

An altogether admirable compendium of information and comment, clearly and graphically presented (METHODIST RECORDER).

Full work programme included for 16+ examinations students.

RELIGION AND SOCIAL JUSTICE

Ethics in a Changing Society

John St John 008-030633-0 £4.50

A thorough, solid book, intended for sixth forms and study groups and admirably suited to bring our moralising down to earth. It leads us through the issues of Business, Poverty, Women, Justice, War, Racism, the Third World and the Environment with copious reference to current events and studious fairness (GERALD PRIESTLAND).

FAITH IN ACTION SERIES:

Battle Against Leprosy - Stanley Browne 008-031750-2 £1.00

Changing the Face of Death - Cicely Saunders 008-031754-5 £1.00

Living In Harmony - Sybil Phoenix 008-031768-5 £1.00

Outcasts of the Rubbish Dumps - Sister Emmanuelle 008-031758-8 £1.00

ST. MATTHEW'S GOSPEL - A Commentary

Norman Price 008-031786-3 £2.95

Coming in February.

New titles in the CHARITIES SERIES:

Alcoholics Anonymous 008-031766-9 £1.20

The Red Cross 008-031764-2 £1.20

Royal National Institute for the Deaf 008-031762-6 £1.20

Save the Children Fund 008-031760-X £1.20

Please send me inspection copies of the items I have ticked ☒ above

BLOCK CAPITALS, PLEASE

NAME

SCHOOL

ADDRESS

POSTCODE

Return the complete advertisement to RMEP, FREEPOST (BS12601),

Purnell Book Centre, Paulston, Bristol BS18 5BR.

T13/12

The ILEA Religious Education syllabus is available from School Branch

Teaching about Judaism

It would be better to *unlearn* if the right approach is to be achieved writes Douglas Charing

The teaching of world religions occupies a prominent place in almost every new agreed syllabus throughout the country. In both shire and town, more and more RE teachers are including aspects about non-Christian faiths at all levels, including CSE and GCE. Publishers too see a new lucrative market as they produce yet another book on the religions of the world. To their credit, some are well produced with colourful illustrations, and well written so that the text is accurate. Others, alas, contain errors, and some would have been better not to have been published at all.

For a teacher or an author, it is a well known fact that a lesson book on Christianity presents the most problems; but few would recognize that there are also many pitfalls to avoid when teaching about Judaism. This could come as a surprise to many RE teachers who would probably proudly declare that Judaism has been taught as part of their syllabus for many years, going back to the pre-world religion days of comparative religion. Deeper questioning, however, would probably reveal that what they mean by Judaism is not more than a brief excursion into the Judaism in New Testament times, with a look at those concepts known to Jesus, such as synagogue, Sabbath, and Passover.

There is no doubt that Judaism remains the most popular non-Christian religion studied in British schools simply because of its familiarity. Thus, one can look at "heroes" such as Abraham, Moses and David, just as one studies the lives of Paul, Luke and Peter. One can look at the "Jewish synagogue" or a "Jewish rabbi" (has anyone ever found one that wasn't?) as simply as precursors of the Church and clergy. I recall one in-service course I directed where a teacher from a Church school was allowed to attend because it was on Judaism, whereas she would have been unable to attend had it been only a non-Christian religion. The irony of it is that one normally expects a teacher to learn about a religion that is not his/her own, but in the case of Judaism it would be better to *unlearn* if the right approach is to be achieved.

There is one area in particular which is a cause for concern. There still appear to be some people who feel that the Bible was given in the Authorized Version and are totally unaware that what they call the Old Testament is the Hebrew Bible with its own specific Jewish interpretations. For a number of years I have offered courses of "The Bible through Jewish Eyes" and on one such course the head of a department commented that he would now have to rethink his whole syllabus. Perhaps all our departments of theology at universities and colleges should make room for a course on the Bible

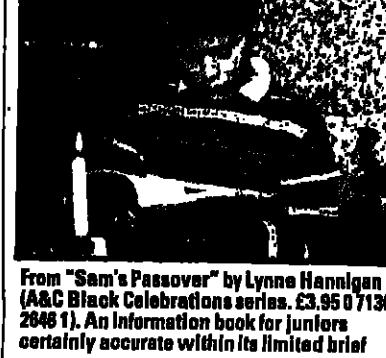
through Jewish eyes, not Christian bi-focals. Teaching about Judaism is not and should not be an easy option. It should not be included simply because it is useful as background to the New Testament. It must be approached as a separate entity, and not as a Christian appendage. I would suggest that teachers be mindful of the following when tackling Judaism.

Do not lump all Jews together and be aware of stereotypes. Some teachers think that every Jew is very religious. The shock often comes after a visit to Israel where the majority would regard themselves as irreligious. Even amongst religious Jews differences abound, so it is important to recognize that Jews are Orthodox or Progressive. To put it another way, modern Jews are Orthodox, heterodox or paradox. There are divisions and disagreements amongst Jews as there are amongst Christians. After all, why should Christians alone enjoy schisms!

Try to avoid Christian terms to explain Jewish concepts. For example, in spite of what some books say, Jews never refer to the Deity as Yahweh, rather just Lord or Eternal. Another mistake is to suggest that Bar Mitzvah is similar to Confirmation; such comparisons are unhelpful and in the end confuse rather than elucidate.

Look at Jewish sacred books other than the Hebrew Bible. Modern Judaism is not solely based on the Bible.

Many practices, including festival observances, come from post-Biblical rabbinic literature such as the Talmud. Jewish stories and heroes should also not be confined to the pages of the Bible, as, for example, the stories I



From "Sam's Passover" by Lynne Hamlin (ABC Black Celebrations series, £3.95 0 7136 2848 1). An information book for juniors certainly accurate within its limited brief

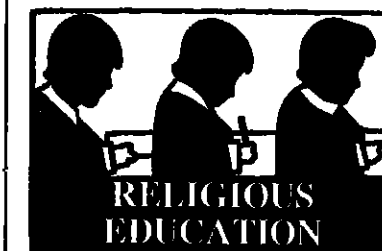
have written for BBC's television programme for children, *Knock, Knock*.

Have a critical look at your resources on Judaism. You will probably find that a springclean is in order and that some "oldies" need to be pensioned off. Even more recent books need to be examined. One book, for example, published in 1974, argued that Orthodox Jews neither wash nor eat on the Sabbath, almost suggesting that if you see an underfed smelly person on Saturday, he's probably an Orthodox Jew! The same book also depicted a service in a synagogue. What was rather unusual was that every worshipper had a black face. Without any explanation it would be understandable if a pupil in, for example, Cornwall, thought Jews were

normally black. An even more recent book, published in 1983, includes the information that on the Sabbath some Jews will use inter-leaved toilet paper so as not to work by tearing off a sheet. This may or may not be true, but whatever a pupil may forget about aspects of Judaism he or she will be amused by such a statement for many years afterwards. Whilst the author of the book wished, no doubt, to present a sympathetic approach, the inclusion of such a sentence will inevitably give rise to ridicule and perhaps even worse.

Whether your work on Judaism is for primary or secondary pupils, a week's course or a term, a project or an examination, ensure that your information is accurate, and that you are presenting Judaism as a living and dynamic religion. Jews no longer constitute the largest non-Christian community in Britain, but there is no reason to doubt that Judaism will continue to be a popular religion in the classroom. Judaism as a world religion has been practised in Britain for many centuries. Here, as elsewhere, it has often been misunderstood and even despised. Although one often speaks about the Judeo-Christian culture, the Judeo part has been mainly ignored. RE teachers have an important role to ensure that at least within the realm of education, Judaism is seen within its rightful context and can take its place with the other living religions of the world. They should not underestimate their role since careful and accurate teaching will help eliminate prejudice and thus help pupils of all faiths to work together in the cause of their common humanity.

Rabbi Douglas Charing is Director of the Jewish Education Bureau.



Leading lights

Jesus. By B Cross 0 03910451 6, Muhammad. By R Bruce 0 03910448 6, Buddha. By C Hardy 0 03910449 4, Abraham and Moses. By A Wood 0 03910450 8, Founders of Faith (Teachers guide). By A Bruce 0 03910452 4

Islamic Worship. By Ray Bruce 0 03 910582 2, Christian Worship. By Vince Goss and Peter Taylor 0 03 910583 0, Hindu Worship. By Jon Mayfield 0 03 910581 4, Jewish Worship. By Jenny Rose 0 03 910580 6, Worship Teachers' Guide. By Ray Bruce and associates 0 03 910584 9

Holt, Rinehart and Winston - Pupil Books £1.45 and Teachers' Guides £3.95

The first module of the Holt World Religions, published last year, promises to "go beyond the superficial overview of world religions to an in-depth examination of four religious traditions". Its intentions, we are assured, "are not only to equip the pupil with knowledge but, more importantly, to promote an awareness of, and sensitivity to, the religious beliefs of others".

The initial four texts are entitled "Founders of Faith", their editor feeling that this theme is undervalued, sometimes suffering from a historical bias. These volumes aim to "explore not only the lives of these personalities in more detail but also to see how their influence has sustained the development of the beliefs and practices of a community to this present day". The Teachers' Guide, offering a rationale and full teaching notes, also provides lists of resources and useful addresses.

Attractively produced in clear bold print, these volumes of the Founders series incorporate much visual material, often in colour. Each book approaches its founder by exploring the effects the figurehead has on the religious life of the various communities.

The second module closely follows the pattern established by the first. The editor, however, has substituted Hinduism for Buddhism since "the Hindu representation in this country is far greater than that of the Buddhist". The series in total intends to attempt to explore worship from the 'inside' as well as presenting it in such a way as to

make it comprehensible for those standing outside the traditions". This has been facilitated by engaging help from members of the appropriate faith communities - a practice which should surely be standard for all authors of multi-faith texts who stand outside those traditions about which they write.

In the first instance, the series concentrates on individuals, as it is "around the 'historical memory' of those individuals that we begin to make sense of the worship traditions". Ray Bruce suggests that many teachers tackle the how, when and where of worship but few move onto the "why". Acknowledging that it is no easy task to introduce young pupils to the "questions of what constitutes authority in the various religious traditions", Bruce advocates the use of various audio, visual and textual materials derived from young people talking about their faith traditions.

The teachers' guide is a true "guide", invaluable for non-specialists and those unfamiliar with teaching these faiths. Its introduction relates to the Swann Report, a publication which the editor feels "may not have the 'authority of sacred scripture' but it is certainly a document that may be called upon in the continual public relations exercise of promoting RE". It is essential that all teachers of Religious Education take aboard the issues and questions raised by this Report if "RE is to gain prestige". The teachers' guide, in considering each volume in turn, offers guidance on approaches and presentation, with a sample ten-week course and a resources list for both teacher and pupil. The extremely detailed glossaries will be welcomed.

The attractive pupil texts sport colourful covers and contain abundant photographic illustrations, many in colour. Each book tackles worship in its broadest sense but - according to the tradition under examination - emphasizes differing aspects. *Christian Worship*, for instance, accords less prominence to home worship than does the book on *Jewish Worship*, where the "home worship" of Jews, "worship" is not just an activity which takes place in a special building. It involves all actions in life. Such flexibility of approach within an established framework is particularly welcome if pupils are to use some or all of these texts. No pupil should feel unchallenged, for each chapter concludes with extensive "things to do" some tasks involving interviewing old people, compiling word lists or investigating local religious communities. Many of these tasks do, however, demand extra information or resources outside the classroom, which may not necessarily be feasible.

A series to be recommended: an appealing, hands-on set of texts at a price which should make them a viable proposition for many secondary RE departments. Carefully produced for 11-15 year olds, the publishers boast of the different authors' "great deal of teaching experience". It shows!

CHILDREN'S LITERATURE

For many people the act of buying a book is as narrowly a seasonal event as buying mincepies or mistletoe. It is no wonder then that each year publishers take great care to have something Christmassy in their list with which to tempt the unthinking shopper. Heinemann have, for example, had the sharp idea of giving a Christmas card a title, a standard book number and charging £1.25 for it.

One True Santa is an addition to that publisher's Daisychain series. A row of six cut-out figures unfolds to tell a story. The advertising material sent with the review copy describes it as "one of the most ingenious and successful ideas to come out of children's publishing in the last few years".

For something rather more substantial and also original, publishers and shoppers must hunt around. In *The Angel With a Mistletoe Organ*, Hodder and Stoughton have however found a gem. It is by Christobel Marlingley, illustrated by Astra Lucia, costs only £2.95 and was first published in Australia. Some may find it excessively sentimental, some may think it too demanding or not nice "for this time of year". If I have a criticism, it is only that it is somewhat reminiscent of *The Silver Sword*. In style, it is very different.

It tells of a central European family whose village is bombed just before Christmas. The soldiers come but do not take away the child-narrator's father. In relief, he hugs his children "almost as hard as he used to hug when he had both arms, before the planes came".

The family become walking people, trekking across Europe from camp to camp. There are deaths and separations, the eventual end of the war and then the agonising days of 1945 as families try to find each other once again. It is a poetic story and a beautiful one to read to your children. It is a timely celebration of family love and, yes, even at a season of peace, they must know what war does.

Just as different is a re-telling of the nativity story, *Spirit Child*, translated from the original Aztec by John Bierhorst (Hodder and Stoughton, £2.95). Besides drawing accounts from Matthew and Luke, this story (found in one of the very first books published in the New World) uses European folklore and Aztec imagery. It is perhaps for the more sophisticated young reader as it does not fustigate the cleverness of the devil and the inexplicable mystery of a woman conceiving through the Holy Spirit. It concludes most movingly with the arrival in the world of God in human form. Sumptuous illustrations match the beauty of the text: Gabriel is a bronzed Aztec prince, flying through the sky with wings "more brilliantly green than quetzal plumes".

A rather more homely attempt to convey the meaning of Christmas can be found in two new Teddy Horley booklets. Now I know it is dammingly middle-class to like teddybears but I still find Teddy Horley an attractive character and worthy to take his place alongside Pook and Paddington. Teddy Horley is however a devout church-going bear (though, no noisy Bible-thumper): "In Ughta he celebrates Christmas; in Ughta he Epiphany (Collins, 90p each). In both books, Leslie J Francis and Nicola M. Sless effectively develop religious awareness within the context of the secular world and neatly introduce the vocabulary necessary to understand these festivals. Horley is the only bear I know of who is partial to myrrh.

The "message" in Arthur's Christmas by Marc Brown (Picaadilly Books, £2.95) is that "It is better to give than receive", and it will be an effective antidote to any attack of acquisitiveness caught from pro-Christmas television commercials. Arthur, in origin, it will also prove an antidote to any desire for such delights as bubble gum, ice cream and double hot fudge sundaes with whipped cream and nuts. An even lighter message can be found in *Wipe Your Feet, Santa Claus* by Konrad Richter (Blackie, £5.95). A Swiss story of some 11 pages' length, it could be a timely if extravagant wardrobe book for very young children. *Building the Snowman*, *Dressing Up*, *Walking in the Air* and *The Party* are



A detail from one of the vivid illustrations in *Tomie de Fola's The Story of the Three Wise Kings*, Magnet £4.50

each well worth £1.50 and will be genuinely acceptable and imaginative.

Another welcome reprint is the Picture Puffin version of *Lucy and Tom's Christmas* by Shirley Hughes (£1.50). No more than a picture story (the television), it provides a comforting commentary on a family festival. Two other interesting reprints are

Rumer Godden's *The Story of Holly and Ivy* (Julia MacRae, £6.25) and Madeline's Christmas by Ludwig Bemelmans (André Deutsch, £4.95). The first was originally published in *Ladies Home Journal* and is a real weeper about a little orphan girl with nowhere to go at Christmas and a doll that nobody wants to buy. It is an extraordinary tribute to the author that you actually care about what happens to them. *Madeline's Christmas* has also been "rescued" from a magazine. It first appeared in *McCall's* magazine in 1956, where it might well have stayed. The "Dulce Domum" chapter from *The Wind in the Willows* by Kenneth Grahame has been reissued as a paperback (*Mole's Christmas*, Magnet, £1.95) while *The Night Before Christmas* (Julia MacRae, £4.95) is Clement C Moore's poem dressed up with pretty pictures. It was this American poem, based on observations of how Dutch settlers celebrated the feast of St Nicholas, that started the whole Father Christmas tradition.

Yet another "manufactured" book is *Round the Christmas Tree*, compiled by Sara and Stephen Corrin (Young Puffin, £1.50). Actually, it is good value if you want a simple paperback containing Christmas stories by Alison Uttley, Dorothy Edwards and Beatrix Potter. Another compilation is *The Lion Christmas Book* by Mary Balch (Lion £5.95). With only a very few of this publisher's usual "Jesus is my orthodontist" type of photographs, it is a merry anthology of stories and things to do.

Plenty of the latter are available in *Christmas Crackers* (Macmillan, £4.95); *The New Christmas Activity Book* (Lion, £1.99) and *Moose's Christmas Tree* (Heinemann, £2.95). These are all ideal for those long, empty days before Christmas when you have nothing to do but find glue, a blunt knife for scoring, sellotape, scissors, tracing paper, felt tip pens, cotton reels, lolly sticks and string. Any child can then watch you make an ostrich marionette, Christmas tree pom-poms and, of course, *Moose's Christmas tree*. A good bonus: a tree in origin would be an advantage.

If it all proves too much, settle down with *The Christmas Pony* by Wendy Douthwaite (Blackie, £5.95). As literature, it may be weak; as an emetic, it's mighty powerful.

David Self

A measure of objectivity

by Paul Tonkin

For the most part, agreed syllabuses of religious education require "a sympathetic approach" to the study of religion and religious faiths. On the face of it, this would seem to be a commendable approach. To question the need for a sympathetic attitude to the study of anything, let alone religion, would surely seem to be a vulgar and ungracious quibble. Could we possibly countenance as "unsympathetic approach"? Clearly not. This implies a pre-judgement of the case for a religious interpretation of life. It would mean biasing our

teaching with the aim of encouraging children to be unsympathetic towards the claims of religion. This would be intolerable. And yet, by the same token, it is equally unacceptable to encourage children to favourably regard religious attitudes.

Most teachers of RE are likely to be at least sympathetic towards the claims of religion. Quite a number will be enthusiastic. A few may even be hostile. There is no doubt that all will, and should, declare their interest to their pupils. But impartiality must govern the selection of teaching material and teaching method. Agreed syllabuses which expect "sympathetic approach" do not permit them to do this. Those who have designed them have themselves been guided by sympathy towards religious claims. Thus I would argue that the make-up of committees who design agreed syllabuses is flawed.

Perhaps it always was; but 41 years ago it was less obviously so. In 1944, given that there was a consensus that religious education should aim to give instruction to children in the nation's faith, the arrangements laid down to design compromise syllabuses made some sense. Not any longer. Not in Britain a largely secular society, but Christian sects and religions have multiplied, and educationists are re-thinking the aims of religious education and moving sharply away from the notion that it should Christianize children. One vestige of the past remains, namely, the intention that although religious education should not necessarily evangelize, in favour of Christianity, it should present children with a favourable account of religions and the religious interpretation of life. Thus, indoctrination in particular has given way to indoctrination in general, and I maintain that we must object as strongly to the latter as to the former.

Perhaps a fair case could still be made for commending religious attitudes to our children. It might, for example, be argued that those British citizens who are not actually committed to a religious interpretation of life still tend to be very sympathetic to it. It is likely that only a small minority is committed to a secular view, and religious teaching, which reflects the general sympathetic mood, has a

support of the nation as a whole. Probably so. Clearly at this point we have to come to terms with what precisely is meant by the notion of "education". Either we decide that education is at least in part the process of passing on to our children the social ethos of the nation; or we decide that it must maintain a large measure of objectivity in relation to values and judgements. A comparison with history teaching can help us to clarify the issue.

History teaching years ago was biased towards a national interpretation of events. There was a significant degree of patriotic propaganda. In accounts of national achievements and international relations. Today, history education is seen in terms of investigating sources, of discovering what happened and what was thought and said about events. The moral judgements of participants and observers form part of the material of study, but the historians, in this case the teacher and his pupils, must try to remain impartial and unprejudiced in their consideration of the evidence. That is not to say that historians who see their role in this way do not ultimately form personal judgements about their discoveries; but the role of the history teacher is most decidedly not to impose his own moral judgements on his pupils, or even to recommend such judgements to them.

This illustration distinguishes education from propaganda. I think it is fair to make a parallel here with religious education. Propaganda, persuasion, and preaching, are activities which properly belong to the churches. Not only are they out of place in schools; they actually conflict with the purpose of schools which is to "educate", that is, in the case of religious education, open up to children as broad as possible a picture of the scope of religion, its origins, history, beliefs, traditions, practices and effects.

Now, it will be obvious that a "sympathetic" approach to this study necessitates a selection of material which excludes those things which might prompt a reaction of critical doubt about the validity or personal and social value of religion. This is precisely what agreed syllabuses require. Agreeably, the newest syllabuses do include in their suggestions some references to religious approaches to "problems of meaning", for example, humanism, a theism, Marxism, and the little attention they are given, their submergence under the very greater weight of favourable religious content; and the requirement that religious education must deal "sympathetically" with the subject, all add up to a less than serious attempt to take proper account of alternative perspectives

with very few possible exceptions, religious education textbooks, by focusing on a very limited range of religious history, belief and practices, present an expurgated and sanitized picture of religion. Of course, they serve the agreed syllabuses. Until syllabuses themselves are radically changed to purge them of their prejudice, there will be little change in the textbook field. The nub of the problem is the syllabus situation. Until that changes, syllabuses will continue to reflect the partisanship and vested interests of syllabus committees.

Meanwhile, we must begin to consider the shape and attitude of the future syllabus which will require neither a sympathetic nor unsympathetic approach to religious education, but rather a truly open, unbiased approach which will eschew a cosmetic presentation of religion, and take due account of the "darker side" of religious belief and practice.

A neutral look at the subject of religion and its many expressions in human behaviour will quickly reveal that the view of religion, implicit in agreed syllabuses and textbooks, is unctuously partial. Not all "religious

people" are saintly searchers after the benign truth. Many are fanatical, intolerant believers using extreme and sometimes violent methods to impose their own vision of the Kingdom upon their fellow men. Intellectual opposition to religion has many distinguished champions. It is common to find an alliance between religious institutions and the temporal powers much more concerned to preserve the status quo than to move society and individuals nearer to the goal of some notion of spiritual perfection. Believers are divided among themselves and are often ferocious in their hatreds and enmities. They have a remarkable tendency to adapt the teachings of their founders to their own view of the world. Missionary enterprises have produced highly questionable results. The "darker side" is uncomfortably and embarrassingly wider even than I have suggested. An educational approach to the study of religion is needed. Omitting it from the syllabus invites a charge of indoctrination by default.

Paul Tonkin is Head of the Religious Education Department in a large comprehensive school in Somerset

How to Read the Old Testament
How to Read the New Testament
Elliott Charpentier
Illustrated guide books - an excellent introduction to biblical studies.
£4.95 paper illus

A Dictionary of Religious Education
Ed J M Sillitoe
An up-to-date guide to the content and practice of religious education.
£14.95 limp

A Place in the Sun
An Introduction to Liberation Theology in the Third World
Thies Winkler
A survey of all forms of liberation theology in the Third World countries.
£5.95 paper

For further information and catalogues please contact:
SGM PRESS LTD
26-30 TOTTENHAM ROAD
LONDON N1 4BZ

THE BUDDHIST EDUCATION ASSOCIATION
will help you access Buddhist resources of any kind.
PO Box 481, London W1A 4BT
Tel: 01-499 0925

SCHOOL OF ORIENTAL AND AFRICAN STUDIES
EXTERNAL SERVICES DIVISION
Malet Street
London WC1E 7HP
Tel 01-837 2388

University of London

The Division will be holding the following day courses for students and sixth formers in 1986:
Aspects of Islam: 23 January 1986
Aspects of Hinduism: 25 February 1986
Aspects of Buddhism: 18 March 1986

For further details and an application form please contact Mrs Mary O'Shea (Room 338), at the above address, Extension 585.

PUBLICATIONS
Publications of the Division include:
"Perspectives on World Religions: A Handbook for Teachers" Robert Jackson: 254 pp. £3.50 (no. p&p)
"India, Pakistan and Bangladesh: A Handbook for Teachers" Patricia Baines: 297 pp. £6.60 (no. p&p)
"Hinduism in Britain" Occasional Paper, VI. Helen Kanitkar and Robert Jackson: 32 pp. £2.00 (no. p&p)
"Islam in History Textbooks" Occasional Paper, IX. Peter Rogers: 66 pp. £2.00 (no. p&p)
"Aspects of British Judaism" Occasional Paper, XI. (Forthcoming.) Lewis Gillett: £2.00 (no. p&p)

To order copies of these or to receive a publications list please contact Miss Patricia Weaver (Room 332), at the above address, Extension 583.

Jewish view
Judaism. By Angela Wood.
Batsford £6.95 0 7134 3656 5.

Batsford are to be congratulated on producing such a fine series as *Dictionaries of World Religions*. This volume is no exception. Written by an experienced RE teacher, it depicts a living religion in a lively way. The liberal use of illustrations greatly enhances the work, as will the Time-Chart of Jewish History. The author in such a series has the problem of which words to include and which to exclude. It is a pity that such terms as Holocaust and Messiah were not included as separate entries, perhaps at the expense, say, of Israel and Zionism appearing as one entry instead of two. A minor criticism is that some words have been spelt in ways a little unfamiliar, such as "shabbat" instead of "shabbat" and with the American "ch" instead of the more English "ch". However, this will not detract from the excellence of the book and it is bound to find a central place on many RE and school library shelves to be often consulted by CSE/O level candidates and probably many non-specialist RE teachers.

Douglas Charing

Multi-faith
A Handbook of Living Religions. Edited by John R Hinnells.
Penguin £4.95 0 14 022342 8

In twenty to seventy page long entries this useful compendium covers the obvious major historical traditions, along with sections on Bahá'is, Jains, Parsis and Sikhs. There is briefer coverage of religion in selected primal societies and a glance at American alternative movements. The short piece on new religious movements in primal societies, with their millions of adherents, is particularly welcome. The contribution to the remarkably successful in providing readable and authoritative overviews of history, teaching and practices. Their success in balancing accounts of history and texts with living developments is more patchy. If one works to a chronological pattern one is, perhaps, bound to start running out of time towards the end.

There are numerous ingeniously designed charts and diagrams which would make good visual aids.

This photo-reduction of the hardback comes out at rather compressed. For library use the hardback at £15 may be the better investment.

Adrian Cunningham

A HANDBOOK OF LIVING RELIGIONS
EDITED BY JOHN R. HINNELLS

Conceived as a companion volume to the *Penguin Dictionary of Religions*, *A Handbook of Living Religions* is a worldwide survey of active twentieth century religions covering both established religions and new movements.

02 2342 8 528 pages £4.95

For an inspection copy please write to:
The Educational Marketing Department,
Penguin Books Ltd, 530 King's Road, London SW10 0TT

A TEXTBOOK OF CHRISTIAN ETHICS
Robin Gill

A Textbook of Christian Ethics illustrates the range and variety of approaches and positions held in Christian ethics. An exemplary textbook which outlines the competing past and present, and which will rapidly be acknowledged as an indispensable tool for those taking up the study of Christian ethics.

Professor A. Dyan, University of Manchester
Paperback £3.95

STUDYING THE OLD TESTAMENT
Annemarie Oehler

A new introductory guide to help the student towards a fuller and more systematic understanding of the Old Testament. 'It ought to be read by all those who are interested in the Old Testament and, even more, by those whose one time interest has waned.' *The Church Times*

A book of great profit to those who love the Old Testament. *The Church Times*

Casell £17.50
T & CLARK LTD
58 GEORGE STREET
EDINBURGH EH2 2LQ

Catholic Secondary Education in South-West Scotland Before 1972
its contribution to the change in status of the Catholic community
T A Fitzpatrick
Publication January 1986
£12.50

The Best Years
reflections of school leavers in the 1980s
editor: Joan Hughes, Centre for Educational Sociology, Edinburgh University
£5.90

ABERDEEN UNIVERSITY PRESS
Farmers Hall, Aberdeen AB9 2XT

ARTS

Calling all parents - could your son be a chorister? The message from the Choir Schools' Association's publicity leaflet is as clear as a treble voice: entry to choir school is within reach of all musically able children regardless of their parents' financial circumstances. There is possibly no more emotive educational institution than the choir school. Perpetuating both an academic and a musical elite (the latter confined to males for a mere five years of their young lives), and supported almost entirely by private means, it is undeniably an anachronism in a modern, liberal educational system.

In an attempt to increase public awareness of the kind of education provided by choir schools the BBC has been devoting considerable air time to them recently. Welsh treble Aled Jones is a talking point in the refectory, and those in the know are watching for a crack in the golden voice. Joan Bakewell reported on the threatened closure of St Michael's, Tenbury, and a Radio 4 series revealed that the routine of the Vienna Boys' Choir wasn't so different from that of its English counterpart. Though each of the 40 choir schools has its own status - independent, maintained, primary, secondary, boarding, day - all have one feature in common: the focal point of the curriculum is music.

Westminster Cathedral Choir School - training ground for catholic choristers - has a pleasant family atmosphere, which must go a long way towards helping a seven-year-old new arrival to cope with the traumas of home-sickness and unfamiliar routine. A chorister's musical day begins at 7.20 am with instrumental practice, followed by a 40-minute warm up for morning mass. Anglican or catholic, most choristers devote about 15 hours a week to cathedral duties. In addition to singing, almost all pupils learn one or two instruments, so free time is lavishly spent in musical activity. Westminster Cathedral School, which has only 90 pupils, boasts two orchestras and King's College School has 170 pupils (about three-quarters of the school) learn to play an instrument. For non-boarding choristers the routine can be particularly arduous. At Bristol Cathedral School one 11-year-old works a 13-hour day in choir.

Choristers, contrary to popular belief, frequently have shorter holidays than children in state schools: King's boys have only five weeks in the summer. On the other hand summer holidays are usually occupied by some of the more glamorous occasions in a chor-



The golden voice

Philippa Davidson on the anachronistic excellence of the choir schools

ter's short life: the international tours. King's College choir tours abroad once a year - all expenses paid. In keeping with their status as professional artists, the choir's tour is managed by a concert agency. In the recording studio too the choirboy is a professional; he has to be, when he's singing alongside a star such as Placido Domingo or Stuart Burrows. King's College choir makes three records a year, and has a permanent contract with two recording companies.

In addition to the recording sessions, choristers are in demand for public concerts, with solo parts distributed amongst the best voices. However, Stephen Cleobury, King's director of music, is adamant that the choir does not exist to promote nine day wonders; one rule a probationer learns very quickly is that loyalty to the choir comes first. David Hill, at Westminster Cathedral, is uneasy about media exploitation of choristers like Aled Jones. Some of his pupils express their views with forthright schoolboy realism: "I think he should have stayed in the choir." "Well, who's heard of a boy who's not in the choir?"

Far from resuscitating the musically moribund, good choirs under lively chormasters innovate. David Hill, Durham Cathedral, feels there is much scope for enriching catholic church

music by drawing on the best of the Anglican tradition and researching more music in the vernacular. A listener to the choir's recording of a Victoria mass will discern under Hill's direction a special Westminster Cathedral sound, more akin to a European tradition than to English choral music.

Musical standards are the reason usually cited for the exclusion of girls from church choirs, though many choirs admit them as day pupils. Bury St Edmunds opened up to girls for a time, but the experiment was not a success, possibly because, thinks David Hill, girls may not respond as well to the strict discipline required of a chorister. A more convincing reason would seem to be related to physical development. In a recent survey an ear, nose and throat specialist pointed out that whereas at 10 years old a girl's voice and a boy's sound the same, a year or so later (just before the boy's voice breaks) the male voice is at its most powerful, while the female voice is weaker and could easily be overstrained. Segregation at this age is

arguing the choir only lobby. "I don't believe the purity of sound of a cathedral choir. At 13 a treble voice is at its peak. Girls' voices do not mature until much later in the teens. Of course, the moment when the voice breaks is dreaded by all choristers. Speculation ranges from 'Will I make it to the next tour?' to 'Will I lose my

scholarship if I can't sing in the choir?'

Whilst those attending choir schools enjoy academic privileges such as small group tuition (classes of 12 are not uncommon) it must also be said that choristers often have to receive special coaching to ensure they do not fall behind in their school work because of musical commitments. Still, the system does appear to be self-perpetuating, with most pupils taking Common Entrance and winning academic or music scholarships (some both) to major public schools. To complete the cycle, it is not uncommon for a boy to return to his university college as a choral scholar. It is rare that anyone leaves a choir school to enter the state system.

Although it is said that day pupils benefit from the discipline imposed by working alongside choristers, and choristers gain from the day boys' contact with the outside world, the two do not always co-exist as easily as it might appear. "Choristers get all the attention," said a Westminster Cathedral day boy thoughtfully as he described the choir's "disappointment on being told their nephew didn't sing in the choir. Although King's College school has had some success with community efforts such as its Saturday morning music classes, Peter Hannigan, head of Westminster Cathedral school, regrets that his pupils have virtually no contact with

the IIFA primary school that shares the same site and comes under the same watchful eye of Cardinal Newman. What is the future of the choir school? A few years ago applications for voice tests were dropping but now on the increase once more (King has 30 - 40 each year). Would entrants be required to demonstrate as well as musical aptitude, "a good brain and interests other than music"? Peter Hannigan feels that schools are to survive they must be able to open their doors to any boy who is musically able. "At Westminster," he says, "no child is ever away because his parents can't afford the fees."

But, although every school would like to be able to offer an unusual place, or even a free place in musical special need, in practice lack of funds makes this impossible. The Choir Schools' Association has £12,000 to spend annually in fee assistance, a sum made available by Deans and Chapters, Friends of Cathedrals and other trust funds. However, since money is not distributed equally amongst the 40 schools, some, like Michael's, Tenbury, will be unable to solve their financial problems. External sponsorship is one tried solution, and will be canvassed if survival is at stake, says Gerald Peacock, head of King's College school.

One cloud that hangs over the choir school is an unsympathetic change of government. The SDP would like the removal of charitable status, the suggestion that choir schools are apparently sensible idea that has found favour with the main political parties. Labour argues that they should be open only to the less able, which the school is situated. But anyone considered the practical difficulties of ferrying non-boarders outlying schools to choir practice, anti-social times of the day? Christopher Martin, head of Bristol Cathedral school, thinks not.

Impossible, says Gerald Peacock, because choir schools must be able to draw the best pupils from all over the country if standards of church music are to be maintained. This, he says, is the reason why choir schools, as far as choristers are concerned, never have other than select pupils. He would like to see the school open to children from different social backgrounds. And given that only a tiny line would wish to vandalise a tradition, perhaps this is the way they have to be.

123-XYZ

London Sinfonietta Response Weekend Royal Festival Hall November 30-December 1.

It's one thing to go jogging on a Sunday morning and another to arrive at the Royal Festival Hall for a concert and find yourself involved in physical jerks. Warm-up vocal exercises were just one of the musical activities taking place on the South Bank as part of the London Sinfonietta's weekend of contemporary music, workshops, small group discussions and demonstrations, all in the informal setting of the RFFH's Music Box.

In an atmosphere somewhere between the Tropical House at Kew and Victoria Station on a Bank Holiday members of the Sinfonietta and composer Nigel Osborne led schools from East Sussex in a composition workshop. The event was the culmination of several weeks' work based on Osborne's Choralis 123 which was performed later in the day. The object of the exercise was to dissect the piece into its various component parts - African rhythms, heterophony, chant, and so on - with each group being given an idea to expand. The children then played their composition, Choralis XYZ, in the afternoon programme.

It was particularly encouraging to see a mixed ability first year class tackling their rhythm piece alongside a

sixth-form group working on a more sophisticated vocal palindrome idea. One or two schools seemed lost with their instrumental collages, proof that you can't just blow an instrument and hope to make a pleasing sound on it. Creative music-making as an end in itself is of little value; by contrast, encouraging children to perceive their own efforts in the wider context of a specific composition by a living composer can only contribute positively to the education of the audiences of the future - so thinks Nigel Osborne, who is delighted to have his work used for educational purposes. Music adviser Roger Durston felt the experience had been invaluable in increasing teacher and pupil confidence in creative composition, which will form an important part of GCSE syllabuses.

On Saturday guitarist John Williams based his discussion of the instrument on the needs of his largely student audience. Beginning by dispelling some of the myths surrounding the guitar, such as that it is one of the most difficult instruments to play, he demonstrated its capabilities in music by Falla, Albéniz and Francaix played by the ensemble from the London music college. The experience was a mixture of master class and improvisation session - informative, informal and slightly idiosyncratic.

Philippa Davidson

Penny and Bobby

Money Tree, a musical play for children, by Holland & Barnett. Theatre of Thelema at the Tricycle Theatre.

Money Tree is pitched at the 3 to 7 year age range although several older and younger children were clearly involved and enthusiastic. As it lasted just under one hour, this was certainly to the credit of the inventive Theatre of Thelema.

The show aims to teach the children the value of money, and demonstrates that, even if money were to grow on trees, this too would have to be earned and repaid, but it was difficult to judge whether these wider ramifications were absorbed. The storyline, however, is compelling and the audience lapped up the awful puns. Penny and Bobby (shades of predecimals) arrive in Gardenland where their money is soon spent on sweets. In a corner stands the money tree whose crop they

steal, further to indulge their greed - only to discover that they must return what they have misappropriated.

The cast of four provides its own musical accompaniment which is understanding although the lyrics themselves are quite punchy. There is however plenty of action, which has the older children, standing in the back, cheering, together with the trusted device of the characters' asking the audience what should happen next. Happily the plot anticipates the extraordinary fairness of children.

The set, depicting an idyllic garden, is delightful, and incorporates some unexpected and imaginative mechanical devices.

Nina-Anne Kaye

Further performances of Money Tree can be seen twice on both January 3 and 4 as part of the Tricycle Christmas Festival. Saturday Shows for Children takes place at the Tricycle Theatre, 269 Kilburn High Road, London NW6 at 11.30 every Saturday morning. Tickets £1. December 14: Traditional Tales and Music from Many Lands, December 21: The Boogie Woogie Bug Band. Performances resume on 11th January. Further information: 01 328 8626.

But once a year...

All Our Christmas Age Exchange Theatre Company

Even in the 1930s, Greenwich pensioners remember, every Christmas started around October. But what Christmas was they were Age Exchange's community show All Our Christmas recreates a time when every pudding was home made, seeded with silver threepenny bits and laced with stout, when a turkey could be bought for half a crown and the poorest home "managed a bottle of sherry".

Entirely composed of the verbatim recollections of London pensioners, the show paints an extraordinarily detailed picture of working class life half a century ago. Warm and nostalgic, laced (like those puddings) with carols and the popular songs of the period, it is as local and evocative as Dylan Thomas's magical story, A Child's Christmas in Wales.

Down the pub on Christmas Eve the landlord gave his regulars clay pipes filled with Nosegay tobacco and every one drank "highball with a cube of

hicc". The shops were open till midnight and oranges were three a penny. "There were carols round the piano at home, and dad read a chapter or two of A Christmas Carol between "us kids" were sent upstairs, stockings in our hand, for a sleepless night of excited, whispered expectation in what Thomas called "the close and holy darkness".

And then the day itself; the pudding that was always as big as a football steaming on the stove, the sprouts that had to be prepared, the old King's Christmas broadcast crackling through the static, and finally the presents. There were Hornby trainsets and woolly monkeys, tin frogs and carefully hidden halfpennies, skirt lengths of fabric for mum, jam jars decorated with silver paper to make them look like vases and somehow always something for the little boy that Santa Claus forgot. There were family games in the afternoon: musical chairs and murder, charades and grunt piggy grunt. Dad sang Christmas Night at the Workhouse, evening fell, there were floods of tired, happy tears before bedtime, and Christmas was over until the next October.

Hugh David

All Our Christmas is touring community centres in the Greater London area until December 23. Further details from Age Exchange, 01-318 9105 or 01-852 9293.

ARTS

Sex and death

Don Giovanni. Directed by Jonathan Miller. ENO, Coliseum The Magic Flute ICA.

It is characteristic of Jonathan Miller that he should have a deeply inquisitive, even scholastic, attitude to Mozart. For him, masonry, mesmerism, philandry and damnation are not theatrical artifice but demand serious stage representation. Having discovered Sarastro's kingdom in Diderot's library (for Scottish Opera), and sent up a Montgolfier balloon from the Bay of Naples in *Così fan tutte* (this in a forthcoming television version), Dr Miller is now calling *Don Giovanni* to account with the English National Opera at the London Coliseum.

The first reward, with the help of designer Philip Prowse, is that the work is rid of visual and gestural cliché. The immediate - and one hopes temporary - penalty is that between the trousers opening scene and the riveting ending, the principals often appear to be just a touch more abandoned than their dramatic situation actually warrants. Sex and death are immediately established as the enemy, a note in the programme well reminding us that the eighteenth century did everything it could "to tone down the violence of love and the aggressiveness of death". In Dr Miller's interpretation, the life force asserts itself most persuasively not in Don Giovanni himself but in the outraged feelings of the ladies whom he ravishes but never troubles to satisfy. Nothing could therefore be more fitting than that the hero should be borne off to hell by spectres of the affronted women he



William Shimell and friends

had thought to have put behind him. The blaze of candles left burning on the dinner table brings Leporello to his senses, reminding him of the flames below and, as he ruefully snuffs them out, of the light that has gone from his life.

Although cast from strength, only Richard Van Allan's Leporello and Josephine Bartow's Anna (using phenomenal *mezza di voce* quality to suggest a trance-like state of stunned semi-delirium) are yet fully into their roles, while Lesley Garrett's Zerlina seduces far less effectively with her careless physicality than she might have done with beauty of vocal line and tone. William Shimell's Don is a winsome young adventurer, notable for his charm but lacking the vocal authority to convey much sense of sexual power and danger.

Mark Elder's conducting is not yet confidently paced, though his choice of forte piano and cello for accompanying

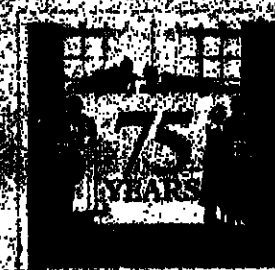
recitative was most welcome. The new English translation by Amanda and Anthony Holden is altogether apt and felicitous. Once the production has acquired the courage to fulfill its convictions, especially vocally and orchestrally, it will surely grow into a highly intelligent exploration of Don Giovanni's world as Mozart would have known it.

A very different route to Mozart has been chosen for the ICA Theatre's Christmas show. While a vaudeville *Magic Flute* is not inconceivable, it is lamentably beyond the range of a director and company who, with the honourable exceptions of Gaynor Miles and Jennifer Rhys-Davies, massacre the music and offer no compensation in point of wit or genuine style. The name of Mozart was a just omission from the programme's title page.

Patrick Carnegie

One word from you and we'll give you a few thousand!

LONGMAN CONCISE ENGLISH DICTIONARY



1910-1985 Anniversary Edition

Longman Concise English Dictionary

Say "yes" to a year's subscription to The Times Educational Supplement and we will send you our special anniversary edition of the Longman Concise English Dictionary, worth £8.75 free! Just complete and return the coupon below, together with your cheque or postal order for £36 and we'll send you 52 issues of The Times Educational Supplement and your copy of The Longman Concise English Dictionary.

THE TIMES Educational Supplement

Name: HLD

Address:

Signature:

Date:

To: Linda Bartlett, The Times Educational Supplement, Priory House, St John's Lane, London EC1M 4BX. Please send me The Times Educational Supplement for one year (52 issues) and my free copy of the Longman Concise English Dictionary. I enclose my cheque/postal order for £36 covering a year's subscription, made payable to Times Newspapers Ltd. Offer open to new subscribers in the UK only and closes on December 31, 1985.

Radiation

Nuclear radiation is the stuff of nightmares: invisible, insidious in its long-term effects. The cheery newscasters celebrating Britain's atomic tests in Australia between 1952 and 1957 (Just Testling, C4 Dec 6) have acquired a hollow ring: "Is the windstorm effect report that conditions will be perfectly safe..." The Australian Air Force men sent up to monitor the tests in unprotected aircraft got their first shock: "the boffins... met the aircraft in protective clothing". No wonder there is some suspicion of boffins, official reassurances and civil servants, one or two of whom appeared still concerned only with protecting their own skins.

More than his ritual suicide, it is Yukio Mishima's determination that Japan should acquire nuclear weapons that shows he was nuts (Arms: The Strange Case of Yukio Mishima, BBC2 Dec 12). The fears of ordinary mortals whose self-destructive urges stop short of public dismemberment, were am-

plified during the week - though, ironically, the programme with most design to scare, the American TV movie Special Bulletin (TV Dec 4) was also the least disturbing. It is hard to be convinced by those staples of documentary drama: the television interview, the urgent news broadcast. The real thing is never like that. Perhaps we are being educated by constant exposure to the real thing: people who have suffered real disasters, politicians unwinding yards of genuine filament. The danger is not that we might take the fiction for reality (as in the days of Orson Welles' *War of the Worlds* broadcast) but that we assume that most of what is presented as reality is a lie or a cover-up. Watching the First Tuesday report, "Inside Britain's Bomb" (TV Dec 30), with its aid record of child cancers around Aldermaston and Windscale, and measuring the gap between the anxieties raised by the commentary and the inevitably bland-sounding reassurances of official spokespeople, invited scepticism. Politicians, civil servants and boffins are still inclined to meet us in protective clothing.

Robin Buss

Calling young readers

Dillons, the London booksellers, are republishing their Young Reader Competition so successfully launched last year. Entrants between the ages of 11 and 16, judged in three categories - 11 to 12, 13 to 14 and 15 to 16 - are asked to write about their enthusiasm for books. The major prize in each section, £100 worth of books selected by the winners during a special visit to Dillons, will be awarded for the most interesting - not necessarily the best written - entry. The two runners up in

each section will be awarded 225 vouchers and five highly commended entries in each age group will be given 25 vouchers. The closing date is January 17. Guidelines and entry forms are available at Dillons Bookshop, Gower Street, London or by post from Dillons Young Reader Competition, 146 Edgwarebury Lane, Edgware, Middx HA8 9NB (01 363 7700).

The Emil/Kurt Mascher Award, given annually to a child's book in which text and illustration are both excellent and perfectly harmonious, has been awarded to Ted Hughes' *The Iron Man*, illustrated by Andrew Davidson (above).



Textile art is no longer seen as primarily dependent on the loom. This simple medium is now spread, hung, tensed between staves, or stretched diagonally and moved by wind. Rheographic research has added a variety of synthetic fibres to the repertoire. The Chinese tapestry shown above is one of the many illustrations to *Textiles: History of an Art*, by Michael Thomas and Sophie Pommer (Weldon and Nicholson £50.00), which offers the best world survey yet. Much of this research is book-bound with the delectable use of tapestry which, in the projection of patterns, is used for the closest modern equivalent to the eighteenth century. Fully illustrated in colour, which spans 1200 years and 3000 feet, supported on steel cables,

Superpower

Betty Tadman on a multiple art-college merger

On January 1st, seven London colleges will be brought together to form the London Institute, which will be the largest centre in Europe for the study of art and design and related technologies. Four art colleges - Camberwell, Central, St Martins and Chelsea - will combine with three specialist colleges, the London College of Fashion, the College for Distributive Trades, and the London College of Printing. Other possible inclusions are the London College of Furniture and Central School of Speech and Drama. The Institute will be housed on 29 sites, with central office in Oxford Street above a gallery for the display and sale of students' work.

The decision follows nearly three years of wrangling, which began with the Government's decision that it would be impossible to continue to maintain London's many art colleges in their present form. A consultative paper proposed a number of alternatives, including the amalgamations with polytechnics which have now been decided. Though these mergers have aroused understandable anxiety among staff over loss of identity.

These anxieties have now been allayed; the constituent bodies have been reassured as to their continuing identity, and have come to realize the strength which they will draw from their new academic superpower status. Under the leadership of Mr John McKenzie, hitherto rector of Liverpool polytechnic, the Institute will have one governing body, one ILA board, and will be funded by St Martin's already has close links with the London College of Fashion, which shares resources in textile and

fashion technology and journalism. Ian Simpson, its principal, hopes to extend these links and increase contact with Central in textiles and jewelry. Advantages in shared equipment, mainly with computer and information technology, now strongly supported by the ILA.

Peter Abbott, principal of the College for Distributive Trades, which focuses on display, advertising and marketing, also foresees advantages in shared equipment and technology. For example, the CDT approach to textiles involves questions of durability rather than their design. This college has a large management and marketing department and is on the running of small businesses - an admirably practical slant.

The London College of Printing, which offers courses not only in printing but also in graphic design, business studies and journalism, has a large film and photography department. Any other section of the new Institute, and will be able to offer a specialist in fashion journalism.

Joe Hope and John Barrowclough, respective heads of Camberwell and Chelsea, are now also guardians in favour of the new venture. Central's Tom Pannell, who is keen to champion an increase in part-time students. There may be some temporary reduction in over-all student numbers when the Institute is properly underway, and there may be a reduction in the number of teaching jobs in areas due to be rationalized, but the greater concentration of the new body will undoubtedly stimulate growth. And the students will play their part in a breakthrough advertising campaign unique to Britain.

Christmas Round-up

Mary Cruickshank on activities at museums and galleries during the holidays

There's much more than the Oxford Street lights and roasted chestnuts to enjoy if you're visiting London this Christmas. It's well worth timing a trip to take in some of the special children's activities offered - often free of charge - by the capital's museums and art centres and they'll be a lot more fun than shopping.

This is the first year that Christmas holiday activities for children will be held at the Royal Palaces. Parents are welcome to join in and all children under seven must be accompanied by an adult. There's no need to book, just turn up: the normal admission charge covers the activities. At Kensington Palace State Apartments on December 30, 31 and January 2 and 3 a series of quizzes will be available based on the State Apartments and the Court Dress Collection. There will also be a competition to make a present to amuse Queen Victoria.

At the Banqueting House, make an architectural frieze (December 31); or a banquet collage and a seveneenth century sampler (January 2). There will also be 17th century music on December 31 and mask making and a Famous Names Game on January 3. At Hampton Court on December 30 make life-sized figures of Henry VIII and Wolsey. On January 2, 3, and 4 there will be workshops on heraldry and symbolism when visitors can design banners and make shields and badges. Dress warmly for these events and bring aprons or wear old clothes for craft work. The Royal Palaces Education Services 01 212 3358.

The GLC Tea Day Wonder children's room on the South Bank from December 27 to January 5 and offers a wide variety of exciting workshops.

For children and families, puppets, comic strips, contemporary music, music and dance from Mexico, kite making (followed by a massed kite flying session from the terrace), juggling, clowning and circus skills. On January 2 dancers from the London Festival Ballet will give an introduction to ballet for complete beginners and on the 3rd, staff from the Bethnal Green Museum of Childhood will show toys from their collection and give a quick course on sugar mice.

The afternoon shows, also in the Purcell Room (50p for children, £1 for adults) include popular children's entertainers and theatre groups and films with a family show by Victorian magicians on January 4. The Magic Box, a special feature for under-fives, will be in the Queen Elizabeth Foyer every day. 01 928 3191.

As well as contributing to the South Bank's festivities, the Bethnal Green Museum of Childhood, E2, has its own special events. The Spirit of Christmas exhibition until January 12 on the Christmas crib includes some rare and beautiful examples, including the Neapolitan presepio acquired last year.

Other events include Punch and Judy (December 28); Kate Castle of the Royal Ballet will talk about famous doll characters in ballet (December 30 and January 2) and Claire Plumb will talk about how she made the figure of the toy-seller in the gallery (December 31 and January 4). All these events start at 2.30, last for about an hour and are free. Afternoon playgroups for pre-school children and their parents will be held on January 16, 23 and 30 at 4 pm. 01 980 2415.

At the National Theatre, SE1, Fred Warder who played the title role in *Holloway* will be holding a puppet workshop on December 20 (beginners), 27 (intermediates) and January 3 (experienced) in the Olivier Studio Foyer at 11.30. Admission free but please book on 01 633 0880. Look out for a variety of puppet shows on December 21, 22, and 23 at 5.30 pm. Zippo the Clown on December 21 and January 4 and Punch and Judy on January 1.

Early evening platform performances (tickets £2) of particular interest to children include a reading by Barrie Rutter of Ted Hughes's great tale of two monsters, *The Iron Man* on December 18 and 19 in the Cottesloe and

Roald Dahl reading from his new story for children on December 27 in the Lyttelton.

At London's other great arts centre, the Barbican, an extraordinary exhibition of colourful and intricate ancient Japanese robots dating from the 17th century entitled *Karakuri Ningyō* will continue until January 26. Admission £2 adults, £1 children.

Family Christmas concerts with Richard Hickox and the LSO will take place from December 17-20 and there will be a children's concert of Howard Blake's *Snowman* and his *Overture to Nursery Rhymes* on December 28. The annual 'Teddy Bears' Concert with a world premiere of a new piece about Paddington Bear will be on January 3. Reduced admission for those with teddy bears.

Fantasia is the name given to three concerts combining music and story telling for 7-11-year-olds (January 1 and 4) and 5-7-year-olds (January 2) with Ann Rachlin and the LSO. 01 638 8891.

Any holiday offers a welcome chance to catch up with new exhibitions in museums and art galleries and to rediscover old favourites. A number of museums are again organizing activities for young people that help to focus on some aspect of the collection, as well as provide a lot of enjoyment.

At the Museum of Mankind, W1, for example, children can help paint a mural illustrating some of the cultures depicted at the museum. Beforehand, in order to find out what to paint, there

will be a workshop for children between 8 and 13 years at the Royal Institute of British Architects, W1, on January 4. They will be invited to construct a life-sized space or shelter for a person or animal of their choice, under the supervision of architects. Places (£2) should be booked in advance. 01 580 5533.

Lectures are a traditional feature of Christmas holidays. The Royal Institution Christmas Lectures "for a juvenile audience" founded by Michael Faraday in 1826 will this year be given by Professor David Pye on December 19, 21, 23, 25, 31 and January 2 at 3 pm at the Royal Institution, 21, Albemarle Street, London W1 on *Communication*. Tickets from the Royal Institution. The Michael Faraday Laboratory and Museum will be open on the days of the lectures from 4 pm to 5 pm. The lectures will be broadcast by BBC2 from January 6-11 at 5.00 pm.

The Institution of Electrical Engineers Christmas Holiday lecture for young people will be given by Professor Alan Pugh on "Robots can see" at the IEE, Savoy Place on December 18 and 19. The lecture will combine scientific explanation with live demonstrations, video clips and slides illustrating the technology of computer vision applied to robotics.

At the Science Museum, SW7, Light Entertainment is a talk by Dr Anthony Wilson with demonstrations about light, sight and colour for children aged 8 to 12 and their families. These will take place on December 27, 28, 30, 31 and January 2 and 3 at 3 pm. Admission is free, but tickets are required from the Education Service, Science Museum, Exhibition Road, London SW7 2DD.

If you are not visiting London this year, there are still likely to be plenty of activities nearer at hand. The Royal Museum of Scotland, Inverleith, 10 to 14-year-olds to make Christmas decorations on December 21. On December 23, 24, 27, 30 and 31 there will be film programmes at 2 pm and on December 27, 28, 29 and 31 a Christmas art competition. 031 225 7534.

The National Gallery of Scotland is also running a competition for young people to bring the story of Christmas up to date using either words or pictures or both. Closing date December 18.

A special exhibition of paintings, prints and drawings depicting the Christmas story spanning 500 years and six countries will continue until January 5.

The following museums and galleries in Glasgow will have holiday quizzes for children. They will also lend boards and pencils: the Art Gallery and Museum, Kelvingrove, the Burrell Collection, The Transport Museum, People's Palace, Pollok House and Provand's Lodging. At Kelvingrove a special exhibition, "Recent Museum Programmes for Schools" will be on show until January 31; and the Burrell Collection will display work from the children's Saturday art class from December 20 to January 31.

A varied programme of activities to entertain 4-10-year-olds has been devised at Haggis Castle including all kinds of art and craft work, cookery, dressing up and dancing.

Manor House Museum, Ilkley, is holding a Victorian Christmas Exhibition for children of first and middle school age. Details of practical activities are available from Mary Crutten, Industrial Museum, Moorside Road, Bradford. On December 14 Ilkley schools will present music, singing and drama in Castle Yard.

Print, Paint and Pattern, is an exciting opportunity for children aged 10 to 14 to enjoy the exhibition "A Decorative Art" on 19th century wallpapers at the Whitworth Art Gallery in Manchester and have a go at designing their own wallpapers on December 14 and 21. At the Athenaeum, a family afternoon with the paintings of Gwen John will be held on December 30, based on the exhibition "A Quiet Life". Admission for both events is free, but tickets only from Mr Elwyn Williams, Manchester Education Service, The Athenaeum, 81 Princess Street, Manchester M1 4HR.

There's a magnificent exhibition of Victorian and Edwardian Christmas cards from the famous Laura Seddon collection at Stockport Museum. To celebrate these displays, a Christmas card picture colouring competition will be held for 6-13-year-olds. 061 480 9433.

The theme of this year's activities at the Salt Museum, Northwich is *Crystals*. Eight to 12-year-olds are welcome to help decorate the Christmas tree on December 20. There will be slide shows with a special local interest on December 21, 28 and January 4; a quiz on December 31 and January 4 for 8-14-year-olds; and a crystals workshop for 8-12-year-olds on January 2. Please book on Northwich 41331.

Walsley Hall in Warrington is running a Victorian Christmas workshop for primary school children until December 18. Children will arrive in costume and there'll be an opportunity to tour the Hall and find out about its history; help decorate the tree, make yule logs, sing carols and play charades. Warrington 601617.

There will be free magic lantern shows for children at Doncaster Museum on December 23. On December 28 everybody with their bears are welcome to the museum's annual Teddy Bear Rally.

The Magical World of Puppets is an exhibition at Birmingham Museum and Art Gallery until February 8. On December 21 *Theatre of Shadows* - a fusion of European and Arabic music with stories from all over the world told with shadow puppets will take place in the Activities room from 11.30 until 2 pm. Suitable for all ages. On December 23 there will be a special session of puppets from India together with some Indian story telling. On December 30 John Blundell will talk about his collection of puppets and how they work. On December 31 and January 2 and 3 children can make paper puppets and simple embroidered hand and finger puppets.

The National Centre for Photography in Bath is holding an "Elephants to Butterflies" photographic workshop on December 18 for 10 to 16-year-olds when Heather Angel, wildlife photographer, will give an illustrated talk and demonstration of how to photograph tropical fish in aquaria. Bath 0225 62841.

her 18. A special exhibition of paintings, prints and drawings depicting the Christmas story spanning 500 years and six countries will continue until January 5.

The following museums and galleries in Glasgow will have holiday quizzes for children. They will also lend boards and pencils: the Art Gallery and Museum, Kelvingrove, the Burrell Collection, The Transport Museum, People's Palace, Pollok House and Provand's Lodging. At Kelvingrove a special exhibition, "Recent Museum Programmes for Schools" will be on show until January 31; and the Burrell Collection will display work from the children's Saturday art class from December 20 to January 31.

A varied programme of activities to entertain 4-10-year-olds has been devised at Haggis Castle including all kinds of art and craft work, cookery, dressing up and dancing.

Manor House Museum, Ilkley, is holding a Victorian Christmas Exhibition for children of first and middle school age. Details of practical activities are available from Mary Crutten, Industrial Museum, Moorside Road, Bradford. On December 14 Ilkley schools will present music, singing and drama in Castle Yard.

Print, Paint and Pattern, is an exciting opportunity for children aged 10 to 14 to enjoy the exhibition "A Decorative Art" on 19th century wallpapers at the Whitworth Art Gallery in Manchester and have a go at designing their own wallpapers on December 14 and 21. At the Athenaeum, a family afternoon with the paintings of Gwen John will be held on December 30, based on the exhibition "A Quiet Life". Admission for both events is free, but tickets only from Mr Elwyn Williams, Manchester Education Service, The Athenaeum, 81 Princess Street, Manchester M1 4HR.

There's a magnificent exhibition of Victorian and Edwardian Christmas cards from the famous Laura Seddon collection at Stockport Museum. To celebrate these displays, a Christmas card picture colouring competition will be held for 6-13-year-olds. 061 480 9433.

The theme of this year's activities at the Salt Museum, Northwich is *Crystals*. Eight to 12-year-olds are welcome to help decorate the Christmas tree on December 20. There will be slide shows with a special local interest on December 21, 28 and January 4; a quiz on December 31 and January 4 for 8-14-year-olds; and a crystals workshop for 8-12-year-olds on January 2. Please book on Northwich 41331.

Walsley Hall in Warrington is running a Victorian Christmas workshop for primary school children until December 18. Children will arrive in costume and there'll be an opportunity to tour the Hall and find out about its history; help decorate the tree, make yule logs, sing carols and play charades. Warrington 601617.

There will be free magic lantern shows for children at Doncaster Museum on December 23. On December 28 everybody with their bears are welcome to the museum's annual Teddy Bear Rally.

The Magical World of Puppets is an exhibition at Birmingham Museum and Art Gallery until February 8. On December 21 *Theatre of Shadows* - a fusion of European and Arabic music with stories from all over the world told with shadow puppets will take place in the Activities room from 11.30 until 2 pm. Suitable for all ages. On December 23 there will be a special session of puppets from India together with some Indian story telling. On December 30 John Blundell will talk about his collection of puppets and how they work. On December 31 and January 2 and 3 children can make paper puppets and simple embroidered hand and finger puppets.

The National Centre for Photography in Bath is holding an "Elephants to Butterflies" photographic workshop on December 18 for 10 to 16-year-olds when Heather Angel, wildlife photographer, will give an illustrated talk and demonstration of how to photograph tropical fish in aquaria. Bath 0225 62841.

Rock 'n' roll on

Ex-ted, ex-mod, ex-Who Roger Daltrey now stars in one of next term's schools series. Nick Baker reports



Sticking plaster?

Where Do We Go From Here?
Channel 4
December 2 and 9.

Channel 4's two programmes on youth unemployment suffered from some uncertainty about their audience: the first was primarily addressed to the young unemployed, suggesting ways in which they can get into work through YTS or other schemes. In an ideal world, that same audience would have been equally interested in the following week's debate on the issues of youth unemployment, but in the real world (which not all those who took part in the debate appear to inhabit), young people are not enthralled by studio discussion, even of issues that concern them directly. Indeed, this may be less irresponsible than it seems, because the studio discussion in question was a good example of politicians and representatives of industry meeting somewhere and getting nowhere in particular.

Programme one, on the other hand, was full of practical advice on options and quite realistic about them. Some 22 per cent of those who follow YTS schemes eventually get jobs with the employers who offer them work experience and a further 34 per cent on to further study or another scheme, or remain "unclassified". This leaves 34 per cent returning to the dole: a success or failure rate, depending on your point of view.

There was a brief look at the experience of people on different schemes and warnings on the need to choose carefully and to beware of the 21-hour rule on college attendance (even if you do not understand it).

The follow-up discussion on December 9 showed politicians divided on YTS: "a sticking plaster" treating an unemployment crisis as a training crisis; or, if you prefer, "the beginning of a useful programme".

The sad truth is that most young people are not moved by the country's need for trained manpower when training on YTS offers them little over a 50 per cent chance of a job and when the college training they receive is not related to real work. If the second part of *Where Do We Go From Here?* failed to answer the question it posed, it is because the issues are wider than YTS, and wider than the scope of these programmes.

Robin Buss

briefings radio & tv

For schools

RELIGIOUS EDUCATION
(Monday-Friday, 11.00 VHF4)

Resource material for use with examination students. Two radio/television programmes complement units on "Jesus and His World" and "St Paul". The last four programmes consider faith in the family.

EDUCATION NOW:
INDUSTRY YEAR 1986
(Monday-Friday, 11.40 VHF4)

Live programmes to keep teachers, parents and pupils up to date with the aims of Industry Year 1986. They focus on some of the issues raised in projects that are designed to make industry an integrated part of the school curriculum.

LA PAROLE AUX JEUNES
(Monday, Tuesday, 14.00 VHF4)

Secondary pupils hear French teenagers talking about themselves and their interests in answer to questions put by British young people.

BOOKS, PLAYS, POEMS
(Monday-Friday, 14.30 VHF4)

A unit on poetry features introductions, readings and discussions of poems from the Oxford Book of Narrative Verse and other anthologies set at O level.

A PROPOS
(Wednesday-Friday, 14.00 VHF4)

A new series for first examination students provides a miscellany of sketches, interviews and music to stimulate active French participation.

Continuing education

THE CROSS AND THE DOVE
(Sunday, 19.15 C4)

Jon Pertwee narrates a documentary history of the Huguenots. Some of these French Protestants escaped to England some 300 years ago bringing such family names as Bosanquet, Olivier, Courtauld and Courage.

"When I do interviews with American TV they can't believe I'm doing a film for children on Schools TV. They say, 'Isn't that a come down?' and I say 'How can it be a come down? It's a very good piece of work'. But they don't see it that way."

Ex-ted, ex-mod, ex-Who, trout farmer and film star Roger Daltrey is back in school again, the result of a piece of wonderfully-innovative casting. BBC Schools Television offered him the part of Terry Clark, a 40-year-old arrested adolescent so obsessed with rock 'n' roll and the fifties that he calls his son Buddy after Buddy Holly. Daltrey read Nigel Hinton's original novel, and grabbed the opportunity with both hands.

Early evening at Cavendish School in Eastbourne, and Daltrey is waiting for make-up before shooting the key scene in which he appears at his 14-year-old son's school for parents' evening in full teddy boy regalia, from brother creepers to Brylcreem. Neither the musical element nor the irony of being a rock star playing a rock idoler was the most important reason for taking on the role, according to Daltrey, although he realizes that the idea won't be lost on the audience. He just loved the character and is patently enjoying working with very young actors.

But will young teenagers - the film's intended audience in the first instance - know who Buddy Holly was? Sixteen-year-old Wayne Goddard, Daltrey's co-star who plays his son in the

film, thinks not. At least he didn't know anything about the "original" Buddy. "I used to love the Who, though. I used to have all their albums."

There's absolutely no question that Daltrey is still a popular figure with today's young teenagers, judging from the Cavendish pupils' constant (but polite) requests for autographs. And despite the fact that he plays Wayne's dad in the film, there's the same lack of fatherliness in the off-screen relationship as in the on-screen one.

In the story there's an element of role reversal - with Buddy having to cope with the adolescent behaviour of his father rather than vice versa. As they wait to shoot the parents' evening sequence, with Daltrey in ted gear and Wayne in smart school uniform, they mischievously muck around with a bit of lighting equipment as if they were mates of the same age.

The film is the result of the knowledge and experience of two teachers. The first is Nigel Hinton, who wrote the original book and dramatized it for the screen (and, incidentally, still teaches part-time to supplement his writing income). He's on hand for all the shooting and is clearly delighted by the film's progress, commenting that of all his books, this is the one he saw most "in cinematic terms".

The second is Simon Vickers, acting Head of English at Grays School in Essex. Vickers directed the whole thing off by recommending the book to producer/director Roger Tonge, be-

cause it was such a popular read among his pupils. Until he was given *Buddy* to read, Tonge was disappointed with much of the fiction for young teenagers, not so much because they would, as films, require expensive locations and effects, but because books in that age range treated readers "as 10 to 12-year-olds rather than taking them upwards. Teenagers, more than anything, want to be adults, and this is a book which gets kids looking at the complex ways in which adults behave, focussing on one adult who still behaves as an adolescent."

Will the fact that the story is widely known detract from the tension of the dramatization? Both Tonge and Hinton think not. In fact, one of the bonuses could be that it will encourage those who have read it to look at the way novels adapt to the screen, and a section in the accompanying notes will be devoted to that. A second bonus, they hope, is that children will follow the pattern set by older viewers - that of being encouraged to read the book by having seen it on television.

A third bonus may well be that a wider audience gets to see *Buddy*, because it's possible that it will get an early-evening screening after the screening for schools. In which case, we'll get to see Roger Daltrey playing pinball again in a short sequence - despite his claim that he's "the world's worst pinball player".

Buddy will be transmitted on Monday, January 6.

Life through movement

Jessica Langford on 'Zig Zag's study of animated film

SCHOOLS TELEVISION
Zig Zag
BBC2, December 4.

What do sparklers, flickbooks and Victorian optical toys all have in common? *Zig Zag*, BBC's schools' programme on animation, used all three items to demonstrate how the eye retains an after-image, and how a series of still images can be used to create an optical illusion of movement.

An animation film is made by using a cine camera to film a series of still images, frame by frame. When the film is projected on to a screen at 24 frames per second, the still images are perceived as continuous movement. Flickbooks, spinning discs and zoetropes provide a good introduction. All of them are simple, good fun and cheap to make, and there is plenty of room for individual imagination.

Animation is often surrounded by an aura of mystique with images of Disney studios, expensive equipment and multi-dollar productions. It was good to see this myth being dispelled, and to see how animation films can be made in schools, by children, with a minimum of equipment and a small budget.

Zig Zag demonstrated how paper cut-outs can be animated; but children also enjoy and learn a lot by building sets and plasticine models. It would have been useful to see how to set up a camera for model animation and examples of films made by children using a range of materials and techniques.

The word animation comes from *anima*, the soul, the life force, and is all about creating life through movement. Movement and timing are therefore an essential part of animation. *Zig Zag*'s demonstration of a cutout car being haphazardly animated under the camera was misleading. The way a character moves expresses its age, health and emotions. It's important that when children animate their "characters" they feel what the character feels and learn how to express that feeling through movement.

The programme suggested filming four frames for every movement, but two frames provides smoother movement, and although the filming process is a bit slower, the final effect is much more satisfying and well worth the extra effort.

One of the most educational and essential processes in producing an animation film is the storyboard and it would have been useful to have illustrated this. Planning a storyboard teaches children to communicate their ideas concisely, how to link visual images and sounds, how a camera can be used to isolate and emphasize images. As media studies in primary schools is developing, animation could provide the perfect practical element.

Zig Zag's extracts from "The Norman Conquest", animated at St Paul's Primary School in Cambridge, showed how animation can be integrated into the curriculum and used as a creative learning tool, involving the whole class in research, discussion, groupwork, animation and sound track. The main difficulty in setting up an animation project is that it can be very

time-consuming. It would have been interesting to know how the Cambridge teacher structured the project, how much time it took and how she would integrate it into a future project.

It is difficult for a 20-minute programme to provide more than a "tempting taster" of an introduction. Let's hope the *Zig Zag* information leaflets will fill the gaps that were inevitably there, and that schools will have been sufficiently inspired to start animating their films for the *Zig Zag* festival next summer.

Schools are invited to make their own animated films in the Spring Term and to send them in to *Zig Zag*. The best ones will be transmitted on June 9 and 11. Details from *Zig Zag* Animation, BBC Villiers House, The Broadway, London W5 2PA.



Children from St Paul's Primary School making an animated film about the Battle of Hastings

Titles Available For Recording From Sunday 15th December 1985	
Approximate Transmission Times	
Sunday 15th December	Thursday 19th December
2.00pm - 2.30pm: <i>PCB's For C4</i>	11.00pm - 11.30pm: <i>Teenage Of The Week</i> (Repeat For C4)
2.30pm - 3.00pm: <i>The Norman Conquest</i> (Repeat For C4)	Friday 20th December
3.00pm - 3.30pm: <i>The Writing on the Wall</i>	1.30pm - 1.55pm: <i>Right to Reply</i> (For C4)
3.30pm - 4.00pm: <i>A New Style Of Politics</i> (For C4)	1.55pm - 2.15pm: <i>A Week in Politics</i> (For C4)
Thursday 17th December	2.15pm - 2.30pm: <i>Science The Fun Way</i>
1.00pm - 1.30pm: <i>Years Ahead</i> (For C4)	2.30pm - 3.00pm: <i>The Norman Conquest</i>
1.30pm - 1.55pm: <i>Robinson Crusoe</i> (Repeat For C4)	
Friday 18th December	
6.30pm - 7.00pm: <i>Looking Two Ways</i> (Narrative For C4)	

For more information contact:
GUILD LICENSING
6 Rye Road, Peterborough PE1 1YD
(0753) 516216
Late Charge (0753) 512182

cover for long sickness &
permanent member of staff - to
work in CRAFT, DESIGN AND
TECHNOLOGY Department
Scale 1.
Apply in writing to Head
Teacher with full c.v. and
names of two referees, S.A.B.
Director of Educational Ser-
vices. (93108) 15912

33

to the
only) as
01-

Scale 2
1. Closing

asap. 2nd
r to teach

s of disci-
sant are
Catholics
JS.

(SM)

er one term
thematics
er School.
ring Mrs
s appolat-

LONDON BOROUGH

... a genuine
language in
US.

SECONDARY MATHEMATICS

(continued)

BRENT

LONDON BOROUGH OF BRENT

BROWNLEIGH & KILBURN HIGH (MIXED) SCHOOL

Salisbury Road, NW6 6PE

Tel: 01-264 2168

(Social Priority School)

Required from January 1986

as soon as possible thereafter

for the remainder of this

school year. Temporary full-

time teachers of Mathematics

to teach Mathematics are

taught in mixed ability groups

using the SMILE programme.

Applicants offering part-time

work will be considered on an

individual basis. Allowance of

£1,058 per annum is payable

to the Headmaster at the

beginning of the school year.

Applicants should send a

copy of their curriculum vitae

to the Headmaster at the

school in writing by 15th

January 1986. Applications

received after this date will

be considered on an individual

basis. Please telephone for an

appointment. Please note that

separate arrangements will be

made for all shortlisted candi-

dates to visit the school for an

interview. Travelling expenses will

be paid on a flat rate basis.

Details only. (0852) 133492

ENFIELD

LONDON BOROUGH OF ENFIELD

WILBY ROAD SCHOOL

Wilby Road, London N18

18X

Roll 950 (11-18 Mixed)

Comprehensive

Required for January 1986, a

substantially qualified and

enthusiastic teacher of

Mathematics (Scale 1) to

join a lively and forward

looking staff. The successful

candidate will be offered a

permanent or temporary two

year contract.

The successful candidate will

be based in the Lower

School (years 1-5) and this

post may be suitable for

an experienced teacher of

Junior/Secondary trained

teachers.

London Allowance: £678

plus substantial additional

allowance. Consideration

given to assistance with re-

moval, relocation costs, tem-

porary housing and two

household allowances for per-

manent post.

Apply by letter with cur-

riculum vitae, giving net

addresses and telephone

numbers of two referees

to the Head Teacher at the

school as soon as possible.

An Equal Opportunity Em-

ployer. (08105) 133492

HAVERING

LONDON BOROUGH OF HAVERING

RAMSAY SCHOOL

Tel: Ramford 24134

Headmaster: Mrs K. M. Phillips

B.A. (Hons) M. Phil.

Required for January 1986

as soon as possible

for the remainder of this

school year. Temporary full-

time teachers of Mathematics

to teach Mathematics are

taught in mixed ability groups

using the SMILE programme.

Applicants offering part-time

work will be considered on an

individual basis. Allowance of

£1,058 per annum is payable

to the Headmaster at the

beginning of the school year.

Applicants should send a

copy of their curriculum vitae

to the Headmaster at the

school in writing by 15th

January 1986. Applications

received after this date will

be considered on an individual

basis. Please telephone for an

appointment. Please note that

separate arrangements will be

made for all shortlisted candi-

dates to visit the school for an

interview. Travelling expenses will

be paid on a flat rate basis.

Details only. (0852) 133492

NEWHAM

LONDON BOROUGH OF NEWHAM

WATFORD SCHOOL

Upton Lane, London E7 6PR

Head Teacher: Mr S. A. Kaye

Number on roll: 1000

Mathematics Scale 1

Required January 1986

to teach Mathematics in

the person appointed to

the post will be responsible

for the Mathematics de-

partment and will work

with the Head Teacher and

other staff to ensure the

department is well run

and that all pupils receive

the best possible education.

Applicants should send a

copy of their curriculum vitae

to the Head Teacher at the

school in writing by 15th

January 1986. Applications

received after this date will

be considered on an individual

basis. Please telephone for an

appointment. Please note that

separate arrangements will be

made for all shortlisted candi-

dates to visit the school for an

interview. Travelling expenses will

be paid on a flat rate basis.

Details only. (0852) 133492

KENT

(continued)

COUNTY COUNCIL

DEPARTMENT OF EDUCATION

WATFORD SCHOOL

Upton Lane, London E7 6PR

Head Teacher: Mr S. A. Kaye

Number on roll: 1000

Mathematics Scale 1

Required January 1986

to teach Mathematics in

the person appointed to

the post will be responsible

for the Mathematics de-

partment and will work

with the Head Teacher and

other staff to ensure the

department is well run

and that all pupils receive

the best possible education.

Applicants should send a

copy of their curriculum vitae

to the Head Teacher at the

school in writing by 15th

January 1986. Applications

received after this date will

be considered on an individual

basis. Please telephone for an

appointment. Please note that

separate arrangements will be

made for all shortlisted candi-

dates to visit the school for an

interview. Travelling expenses will

be paid on a flat rate basis.

Details only. (0852) 133492

NEWHAM

LONDON BOROUGH OF NEWHAM

WATFORD SCHOOL

Upton Lane, London E7 6PR

Head Teacher: Mr S. A. Kaye

Number on roll: 1000

Mathematics Scale 1

Required January 1986

to teach Mathematics in

the person appointed to

the post will be responsible

for the Mathematics de-

partment and will work

with the Head Teacher and

other staff to ensure the

department is well run

and that all pupils receive

the best possible education.

Applicants should send a

copy of their curriculum vitae

to the Head Teacher at the

school in writing by 15th

January 1986. Applications

received after this date will

be considered on an individual

basis. Please telephone for an

appointment. Please note that

separate arrangements will be

made for all shortlisted candi-

dates to visit the school for an

interview. Travelling expenses will

be paid on a flat rate basis.

Details only. (0852) 133492

NEWHAM

LONDON BOROUGH OF NEWHAM

WATFORD SCHOOL

Upton Lane, London E7 6PR

Head Teacher: Mr S. A. Kaye

Number on roll: 1000

Mathematics Scale 1

Required January 1986

to teach Mathematics in

the person appointed to

the post will be responsible

for the Mathematics de-

partment and will work

with the Head Teacher and

other staff to ensure the

department is well run

and that all pupils receive

the best possible education.

Applicants should send a

copy of their curriculum vitae

to the Head Teacher at the

school in writing by 15th

January 1986. Applications

received after this date will

be considered on an individual

basis. Please telephone for an

appointment. Please note that

separate arrangements will be

made for all shortlisted candi-

dates to visit the school for an

interview. Travelling expenses will

be paid on a flat rate basis.

Details only. (0852) 133492

NEWHAM

LONDON BOROUGH OF NEWHAM

WATFORD SCHOOL

Upton Lane, London E7 6PR

Head Teacher: Mr S. A. Kaye

Number on roll: 1000

Mathematics Scale 1

Required January 1986

to teach Mathematics in

the person appointed to

the post will be responsible

for the Mathematics de-

partment and will work

with the Head Teacher and

other staff to ensure the

department is well run

and that all pupils receive

the best possible education.

Applicants should send a

copy of their curriculum vitae

to the Head Teacher at the

school in writing by 15th

January 1986. Applications

received after this date will

be considered on an individual

basis. Please telephone for an

appointment. Please note that

separate arrangements will be

made for all shortlisted candi-

dates to visit the school for an

interview. Travelling expenses will

be paid on a flat rate basis.

Details only. (0852) 133492

ENFIELD

LONDON BOROUGH OF ENFIELD

WATFORD SCHOOL

Modern Languages

(continued)

HEADS OF DEPARTMENT

SOMERSET

COUNTY COUNCIL

CAWSTON COLLEGE
NORWICH

(An Associated School of the Woodard Corporation).
The Governors of this Independent Boys' School
invite applications for the post of

HEAD

from 1st September, 1986, following the retirement
of Mr. J. P. K. Asquith, M.A.

Applicants should be graduates and communicant
members of the Church of England.

Further details may be obtained from: The Head-
master's Secretary, Cawston College, Cawston,
Norwich, NR10 4JD.

Written applications, accompanied by full
curriculum vitae and the names of three referees
should be addressed to the Chairman of
Governors: M. Ainsworth Esq., 4, St. Edmund
Close, Calster St. Edmund, Norwich, NR14 8RJ.
Closing date for applications: 1st January, 1986.
(0160)

DEPUTY HEADSHIP

The Duke of York's Royal Military School
Kent

Required for September 1986 a well qualified graduate for the
Second Deputy Headship of this selective independent boarding
school of some 470 boys, aged between 11-19 years.

The successful candidate will be expected to share in policy
making and administration and will have particular responsi-
bility for the curriculum, associated in Service training and
resources. He/she will be fully conversant with recent develop-
ments in curriculum and assessment and be prepared to com-
municate with the staff and pupils. He/she will be
Salary scale Burnham Group 9 plus a very generous Boarding
School Allowance. Married and Single accommodation is
available at a 'fair' rent.

Applications to be submitted no later than 8 January 1986.
THE CIVIL SERVICE IS AN EQUAL OPPORTUNITIES EMPLOYER
(0170)

APPOINTMENTS IN
SCOTLANDHM INSPECTOR
OF SCHOOLS
SCOTLAND
£17,000-£22,930

HM Inspectors of Schools are concerned chiefly with the inspection of primary and
secondary schools and establishments of further and higher education. They may also be
required to advise on matters of educational policy and administration and there are
opportunities for assisting with curriculum developments in most fields. Candidates
are involved with overnight absence from home.

Vacancies in the following specialist fields will arise in 1986:

(I) TECHNICAL EDUCATION

This post is being re-advertised; applications received in response to the advertisement in
October 1985 will be considered for the post. Candidates must have a degree with 1st or
2nd class Honours, or an equivalent qualification, in a field of Technology or Applied
Science. Relevant industrial experience in design, development, production, or applied
science up to 15 years should be good and appropriate experience in school, further or higher
education.

The post will be based initially in Glasgow and the successful candidate will be required to
take up duty as soon as possible.

(II) COMPUTER APPLICATIONS
IN TECHNOLOGY

Candidates must have a degree with 1st or 2nd class Honours, or an equivalent qualifi-
cation, in Information Systems, Computing, Engineering or Computing Science, and must have recent
experience in computing applied to technological or commercial processes. Relevant
industrial experience is desirable. Candidates should be aged between 25-45, should
have good and appropriate teaching experience.

The post will be based initially in Edinburgh and the successful candidate will be required to
take up duty on 1st April 1986, or as soon thereafter as can be arranged.
Starting salary within the quoted range according to qualifications and experience. Promotion
prospects to £22,930 and above.

For further details and an application form (to be returned by 7th January 1986) write to: HM
Inspector of Schools, Education Scotland, 100, George Street, Glasgow G2 7LW or 100, George
Street, Edinburgh EH2 2JL (answering service operates outside office hours). Please
quote reference 02678.

Scottish Education Department

The Civil Service is an equal opportunity employer
(0160)

Independent Schools

Deputy Headships
Second Masters/
Mistresses

SURREY

PARSONS MEAD SCHOOL
Ashted

DEPUTY HEAD TEACHER
Applications are invited for the above non-
residential post for 1st
September, 1986 on the re-
quirement of the present head-
master. A well-qualified and
experienced teacher is re-
quired for the above post of
Deputy Head of a boarding
school of over 400 girls,
including a Junior School
(ages 4-11) and a day school
(ages 11-18). The school
is situated in a strong
position to attract a high
academic standard. The
school is also a leading
school in the county for
its sports and extra-cur-
ricular activities. The
school is a member of the
Headmasters' and Head-
mistresses' Association.
Further details and ap-
plication forms are avail-
able from the Headmaster,
Parsons Mead School,
Ashted, Surrey
KT1 3PE.

Closing date for applica-
tions: 1st January 1986.
(1960)

By Subject Classification

Art and Design

Other Assistants

ESSEX
NEW HALL SCHOOL
Boreham, Chelmsford, Essex
CM3 3JY

Required for September 1986
a well-qualified graduate to
teach the teaching of
ECONOMICS and BUSI-
NESS STUDIES in a strong
department offering a
range of courses at O,
A and A* level and
beyond. Help with
extra-curricular activities,
rubbish and cricket, would
be an additional recom-
mendation.

Enquiries and/or let-
ters of application with
curriculum vitae and
names of two referees to
the Headmaster.
(1960)

LONDON
CITY OF LONDON
SCHOOL

HMC 800 day boys 10-18
Required for April 1986
a well-qualified graduate to
teach the teaching of
ECONOMICS and BUSI-
NESS STUDIES in a strong
department offering a
range of courses at O,
A and A* level and
beyond. Help with
extra-curricular activities,
rubbish and cricket, would
be an additional recom-
mendation.

Enquiries and/or let-
ters of application with
curriculum vitae and
names of two referees to
the Headmaster.
(1960)

LONDON
CITY OF LONDON
SCHOOL

HMC 800 day boys 10-18
Required for April 1986
a well-qualified graduate to
teach the teaching of
ECONOMICS and BUSI-
NESS STUDIES in a strong
department offering a
range of courses at O,
A and A* level and
beyond. Help with
extra-curricular activities,
rubbish and cricket, would
be an additional recom-
mendation.

Enquiries and/or let-
ters of application with
curriculum vitae and
names of two referees to
the Headmaster.
(1960)

LONDON
CITY OF LONDON
SCHOOL

HMC 800 day boys 10-18
Required for April 1986
a well-qualified graduate to
teach the teaching of
ECONOMICS and BUSI-
NESS STUDIES in a strong
department offering a
range of courses at O,
A and A* level and
beyond. Help with
extra-curricular activities,
rubbish and cricket, would
be an additional recom-
mendation.

Enquiries and/or let-
ters of application with
curriculum vitae and
names of two referees to
the Headmaster.
(1960)

LONDON
CITY OF LONDON
SCHOOL

HMC 800 day boys 10-18
Required for April 1986
a well-qualified graduate to
teach the teaching of
ECONOMICS and BUSI-
NESS STUDIES in a strong
department offering a
range of courses at O,
A and A* level and
beyond. Help with
extra-curricular activities,
rubbish and cricket, would
be an additional recom-
mendation.

Enquiries and/or let-
ters of application with
curriculum vitae and
names of two referees to
the Headmaster.
(1960)

LONDON
CITY OF LONDON
SCHOOL

HMC 800 day boys 10-18
Required for April 1986
a well-qualified graduate to
teach the teaching of
ECONOMICS and BUSI-
NESS STUDIES in a strong
department offering a
range of courses at O,
A and A* level and
beyond. Help with
extra-curricular activities,
rubbish and cricket, would
be an additional recom-
mendation.

Enquiries and/or let-
ters of application with
curriculum vitae and
names of two referees to
the Headmaster.
(1960)

LONDON
CITY OF LONDON
SCHOOL

HMC 800 day boys 10-18
Required for April 1986
a well-qualified graduate to
teach the teaching of
ECONOMICS and BUSI-
NESS STUDIES in a strong
department offering a
range of courses at O,
A and A* level and
beyond. Help with
extra-curricular activities,
rubbish and cricket, would
be an additional recom-
mendation.

Enquiries and/or let-
ters of application with
curriculum vitae and
names of two referees to
the Headmaster.
(1960)

LONDON
CITY OF LONDON
SCHOOL

HMC 800 day boys 10-18
Required for April 1986
a well-qualified graduate to
teach the teaching of
ECONOMICS and BUSI-
NESS STUDIES in a strong
department offering a
range of courses at O,
A and A* level and
beyond. Help with
extra-curricular activities,
rubbish and cricket, would
be an additional recom-
mendation.

Enquiries and/or let-
ters of application with
curriculum vitae and
names of two referees to
the Headmaster.
(1960)

LONDON
CITY OF LONDON
SCHOOL

HMC 800 day boys 10-18
Required for April 1986
a well-qualified graduate to
teach the teaching of
ECONOMICS and BUSI-
NESS STUDIES in a strong
department offering a
range of courses at O,
A and A* level and
beyond. Help with
extra-curricular activities,
rubbish and cricket, would
be an additional recom-
mendation.

Enquiries and/or let-
ters of application with
curriculum vitae and
names of two referees to
the Headmaster.
(1960)

LONDON
CITY OF LONDON
SCHOOL

HMC 800 day boys 10-18
Required for April 1986
a well-qualified graduate to
teach the teaching of
ECONOMICS and BUSI-
NESS STUDIES in a strong
department offering a
range of courses at O,
A and A* level and
beyond. Help with
extra-curricular activities,
rubbish and cricket, would
be an additional recom-
mendation.

Enquiries and/or let-
ters of application with
curriculum vitae and
names of two referees to
the Headmaster.
(1960)

Other Assistants

CAMBRIDGE

THE LEYS SCHOOL
Mildenhall, Suffolk
Required for September
1986, a well-qualified
teacher with some expe-
rience, to help develop
and share the teaching
of a multi-material work-
shop. The successful
candidate will be able to
teach at O, A and A* level
and will wish to con-
tribute to the general life
of the school.

Applications including full
curriculum vitae and re-
ferences should be sent, as
soon as possible, to the
Headmaster, The Leys
School, Cambridge CB2 2AB
(0330)

DEPUTY HEAD TEACHER
Applications are invited for the above non-
residential post for 1st
September, 1986 on the re-
quirement of the present head-
master. A well-qualified and
experienced teacher is re-
quired for the above post of
Deputy Head of a boarding
school of over 400 girls,
including a Junior School
(ages 4-11) and a day school
(ages 11-18). The school
is situated in a strong
position to attract a high
academic standard. The
school is also a leading
school in the county for
its sports and extra-cur-
ricular activities. The
school is a member of the
Headmasters' and Head-
mistresses' Association.
Further details and ap-
plication forms are avail-
able from the Headmaster,
Parsons Mead School,
Ashted, Surrey
KT1 3PE.

Closing date for applica-
tions: 1st January 1986.
(1960)

LONDON
CITY OF LONDON
SCHOOL

HMC 800 day boys 10-18
Required for April 1986
a well-qualified graduate to
teach the teaching of
ECONOMICS and BUSI-
NESS STUDIES in a strong
department offering a
range of courses at O,
A and A* level and
beyond. Help with
extra-curricular activities,
rubbish and cricket, would
be an additional recom-
mendation.

Enquiries and/or let-
ters of application with
curriculum vitae and
names of two referees to
the Headmaster.
(1960)

LONDON
CITY OF LONDON
SCHOOL

HMC 800 day boys 10-18
Required for April 1986
a well-qualified graduate to
teach the teaching of
ECONOMICS and BUSI-
NESS STUDIES in a strong
department offering a
range of courses at O,
A and A* level and
beyond. Help with
extra-curricular activities,
rubbish and cricket, would
be an additional recom-
mendation.

Enquiries and/or let-
ters of application with
curriculum vitae and
names of two referees to
the Headmaster.
(1960)

LONDON
CITY OF LONDON
SCHOOL

HMC 800 day boys 10-18
Required for April 1986
a well-qualified graduate to
teach the teaching of
ECONOMICS and BUSI-
NESS STUDIES in a strong
department offering a
range of courses at O,
A and A* level and
beyond. Help with
extra-curricular activities,
rubbish and cricket, would
be an additional recom-
mendation.

Enquiries and/or let-
ters of application with
curriculum vitae and
names of two referees to
the Headmaster.
(1960)

LONDON
CITY OF LONDON
SCHOOL

HMC 800 day boys 10-18
Required for April 1986
a well-qualified graduate to
teach the teaching of
ECONOMICS and BUSI-
NESS STUDIES in a strong
department offering a
range of courses at O,
A and A* level and
beyond. Help with
extra-curricular activities,
rubbish and cricket, would
be an additional recom-
mendation.

Enquiries and/or let-
ters of application with
curriculum vitae and
names of two referees to
the Headmaster.
(1960)

LONDON
CITY OF LONDON
SCHOOL

HMC 800 day boys 10-18
Required for April 1986
a well-qualified graduate to
teach the teaching of
ECONOMICS and BUSI-
NESS STUDIES in a strong
department offering a
range of courses at O,
A and A* level and
beyond. Help with
extra-curricular activities,
rubbish and cricket, would
be an additional recom-
mendation.

Enquiries and/or let-
ters of application with
curriculum vitae and
names of two referees to
the Headmaster.
(1960)

LONDON
CITY OF LONDON
SCHOOL

HMC 800 day boys 10-18
Required for April 1986
a well-qualified graduate to
teach the teaching of
ECONOMICS and BUSI-
NESS STUDIES in a strong
department offering a
range of courses at O,
A and A* level and
beyond. Help with
extra-curricular activities,
rubbish and cricket, would
be an additional recom-
mendation.

Enquiries and/or let-
ters of application with
curriculum vitae and
names of two referees to
the Headmaster.
(1960)

LONDON
CITY OF LONDON
SCHOOL

HMC 800 day boys 10-18
Required for April 1986
a well-qualified graduate to
teach the teaching of
ECONOMICS and BUSI-
NESS STUDIES in a strong
department offering a
range of courses at O,
A and A* level and
beyond. Help with
extra-curricular activities,
rubbish and cricket, would
be an additional recom-
mendation.

Enquiries and/or let-
ters of application with
curriculum vitae and
names of two referees to
the Headmaster.
(1960)

LONDON
CITY OF LONDON
SCHOOL

HMC 800 day boys 10-18
Required for April 1986
a well-qualified graduate to
teach the teaching of
ECONOMICS and BUSI-
NESS STUDIES in a strong
department offering a
range of courses at O,
A and A* level and
beyond. Help with
extra-curricular activities,
rubbish and cricket, would
be an additional recom-
mendation.

Enquiries and/or let-
ters of application with
curriculum vitae and
names of two referees to
the Headmaster.
(1960)

LONDON
CITY OF LONDON
SCHOOL

HMC 800 day boys 10-18
Required for April 1986
a well-qualified graduate to
teach the teaching of
ECONOMICS and BUSI-
NESS STUDIES in a strong
department offering a
range of courses at O,
A and A* level and
beyond. Help with
extra-curricular activities,
rubbish and cricket, would
be an additional recom-
mendation.

Enquiries and/or let-
ters of application with
curriculum vitae and
names of two referees to
the Headmaster.
(1960)

LONDON
CITY OF LONDON
SCHOOL

HMC 800 day boys 10-18
Required for April 1986
a well-qualified graduate to
teach the teaching of
ECONOMICS and BUSI-
NESS STUDIES in a strong
department offering a
range of courses at O,
A and A* level and
beyond. Help with
extra-curricular activities,
rubbish and cricket, would
be an additional recom-
mendation.

Enquiries and/or let-
ters of application with
curriculum vitae and
names of two referees to
the Headmaster.
(1960)

LONDON
CITY OF LONDON
SCHOOL

HMC 800 day boys 10-18
Required for April 1986
a well-qualified graduate to
teach the teaching of
ECONOMICS and BUSI-
NESS STUDIES in a strong
department offering a
range of courses at O,
A and A* level and
beyond. Help with
extra-curricular activities,
rubbish and cricket, would
be an additional recom-
mendation.

Enquiries and/or let-
ters of application with
curriculum vitae and
names of two referees to
the Headmaster.
(1960)

LONDON
CITY OF LONDON
SCHOOL

HMC 800 day boys 10-18
Required for April 1986
a well-qualified graduate to
teach the teaching of
ECONOMICS and BUSI-
NESS STUDIES in a strong
department offering a
range of courses at O,
A and A* level and
beyond. Help with
extra-curricular activities,
rubbish and cricket, would
be an additional recom-
mendation.

Enquiries and/or let-
ters of application with
curriculum vitae and
names of two referees to
the Headmaster.
(1960)

LONDON
CITY OF LONDON
SCHOOL

HMC 800 day boys 10-18
Required for April 1986
a well-qualified graduate to
teach the teaching of
ECONOMICS and BUSI-
NESS STUDIES in a strong
department offering a
range of courses at O,
A and A* level and
beyond. Help with
extra-curricular activities,
rubbish and cricket, would
be an additional recom-
mendation.

Enquiries and/or let-
ters of application with
curriculum vitae and
names of two referees to
the Headmaster.
(1960)

LONDON
CITY OF LONDON
SCHOOL

HMC 800 day boys 10-18
Required for April 1986
a well-qualified graduate to
teach the teaching of
ECONOMICS and BUSI-
NESS STUDIES in a strong
department offering a
range of courses at O,
A and A* level and
beyond. Help with
extra-curricular activities,
rubbish and cricket, would
be an additional recom-
mendation.

Enquiries and/or let-
ters of application with
curriculum vitae and
names of two referees to
the Headmaster.
(1960)

History

Other Assistants

LONDON NW11

THE HULME GRAMMAR
SCHOOL FOR BOYS
Burwood House, London
NW11 9JY

Required for September
1986, a well-qualified
teacher with some expe-
rience, to help develop
and share the teaching
of a multi-material work-
shop. The successful
candidate will be able to
teach at O, A and A* level
and will wish to con-
tribute to the general life
of the school.

Applications including full
curriculum vitae and re-
ferences should be sent, as
soon as possible, to the
Headmaster, The Leys
School, Cambridge CB2 2AB
(0330)

DEPUTY HEAD TEACHER
Applications are invited for the above non-
residential post for 1st
September, 1986 on the re-
quirement of the present head-
master. A well-qualified and
experienced teacher is re-
quired for the above post of
Deputy Head of a boarding
school of over 400 girls,
including a Junior School
(ages 4-11) and a day school
(ages 11-18). The school
is situated in a strong
position to attract a high
academic standard. The
school is also a leading
school in the county for
its sports and extra-cur-
ricular activities. The
school is a member of the
Headmasters' and Head-
mistresses' Association.
Further details and ap-
plication forms are avail-
able from the Headmaster,
Parsons Mead School,
Ashted, Surrey
KT1 3PE.

Closing date for applica-
tions: 1st January 1986.
(1960)

LONDON
CITY OF LONDON
SCHOOL

HMC 800 day boys 10-18
Required for April 1986
a well-qualified graduate to
teach the teaching of
ECONOMICS and BUSI-
NESS STUDIES in a strong
department offering a
range of courses at O,
A and A* level and
beyond. Help with
extra-curricular activities,
rubbish and cricket, would
be an additional recom-
mendation.

Enquiries and/or let-
ters of application with
curriculum vitae and
names of two referees to
the Headmaster.
(1960)

LONDON
CITY OF LONDON
SCHOOL

HMC 800 day boys 10-18
Required for April 1986
a well-qualified graduate to
teach the teaching of
ECONOMICS and BUSI-
NESS STUDIES in a strong
department offering a
range of courses at O,
A and A* level and
beyond. Help with
extra-curricular activities,
rubbish and cricket, would
be an additional recom-
mendation.

Enquiries and/or let-
ters of application with
curriculum vitae and
names of two referees to
the Headmaster.
(1960)

LONDON
CITY OF LONDON
SCHOOL

HMC 800 day boys 10-18
Required for April 1986
a well-qualified graduate to
teach the teaching of
ECONOMICS and BUSI-
NESS STUDIES in a strong
department offering a
range of courses at O,
A and A* level and
beyond. Help with
extra-curricular activities,
rubbish and cricket, would
be an additional recom-
mendation.

Enquiries and/or let-
ters of application with
curriculum vitae and
names of two referees to
the Headmaster.
(1960)

LONDON
CITY OF LONDON
SCHOOL

HMC 800 day boys 10-18
Required for April 1986
a well-qualified graduate to
teach the teaching of
ECONOMICS and BUSI-
NESS STUDIES in a strong
department offering a
range of courses at O,
A and A* level and
beyond. Help with
extra-curricular activities,
rubbish and cricket, would
be an additional recom-
mendation.

Enquiries and/or let-
ters of application with
curriculum vitae and
names of two referees to
the Headmaster.
(1960)

LONDON
CITY OF LONDON
SCHOOL

HMC 800 day boys 10-18
Required for April 1986
a well-qualified graduate to
teach the teaching of
ECONOMICS and BUSI-
NESS STUDIES in a strong
department offering a
range of courses at O,
A and A* level and
beyond. Help with
extra-curricular activities,
rubbish and cricket, would
be an additional recom-
mendation.

Enquiries and/or let-
ters of application with
curriculum vitae and
names of two referees to
the Headmaster.
(1960)

LONDON
CITY OF LONDON
SCHOOL

HMC 800 day boys 10-18
Required for April 1986
a well-qualified graduate to
teach the teaching of
ECONOMICS and BUSI-
NESS STUDIES in a strong
department offering a
range of courses at O,
A and A* level and
beyond. Help with
extra-curricular activities,
rubbish and cricket, would
be an additional recom-
mendation.

Enquiries and/or let-
ters of application with
curriculum vitae and
names of two referees to
the Headmaster.
(1960)

LONDON
CITY OF LONDON
SCHOOL

HMC 800 day boys 10-18
Required for April 1986
a well-qualified graduate to
teach the teaching of
ECONOMICS and BUSI-
NESS STUDIES in a strong
department offering a
range of courses at O,
A and A* level and
beyond. Help with
extra-curricular activities,
rubbish and cricket, would
be an additional recom-
mendation.

University Appointments

DURHAM

SCHOOL OF EDUCATION

LECTURESHIP IN EARLY CHILDHOOD EDUCATION

Applications are invited for the post of Lecturer in Early Childhood Education (4.5 years) in the School of Education from 1st April 1986. The person appointed will be concerned with the professional training of students in initial teacher training on both the B.Ed. and the P.G.C.E. (Primary Course). Applicants should be graduates with recent teaching experience in primary schools and a higher degree in Education. Research and publications on primary education would be an advantage. Applicants should be able to offer expertise in more than one area of the professional training of primary teachers.

The initial salary will be £7,000 - £12,500 depending on age and qualifications.

Closing date: 11th January 1986.

Applications (three copies), including the names of three referees, should be sent to the Registrar and sent to the University of Durham, Old Ship Hall, Old Elvet, Durham, Co. Durham, LE1 1TA. Applications should not be sent later than Thursday 2nd January 1986.

280000

Youth and Community Service

DERBYSHIRE COUNTY COUNCIL

CHESTERFIELD DISTRICT YOUTH AND COMMUNITY SERVICE

YOUTH AND COMMUNITY WORKER

A detached Youth and Community Worker is required for the Birchholme/Bootholme area of Chesterfield. Experience in this method of working is essential.

Salary Scale JN3 (4 - 8) £8,295 - £9,651.

Further information and application forms from Mr. S. J. G. Smith, Youth and Community Service Officer, Chesterfield, Derbyshire, S41 7QT.

Closing date: 11th January 1986.

Derbyshire County Council is an equal opportunity employer.

Nuclear Free Zone (93122) 400000

280000

UNIVERSITY OF LEICESTER

VICE-CHANCELLOR

The University is seeking a successor to Mr. Maurice Shock who is resigning from the post of Vice-Chancellor of the University of Leicester in August 1987.

Recommendations and applications for the appointment would now be welcomed and the University will be pleased to provide further information to those who are interested in the communications should be addressed to:

Dr. K.W. Bowder,

Director of the Registrar

University Road,

Leicester, LE1 7RH.

(18169)

Metropolitan Borough of Rochdale

Applications are invited from those with the necessary attributes (regardless of race, creed, nationality, disability or sex) to fill the post of Deputy Warden of the Metropolitan Borough of Rochdale. The successful candidate will be responsible for the day-to-day running of the Metropolitan Borough Council with relevant experience will be welcomed.

EDUCATION DEPARTMENT

YOUTH AND COMMUNITY WORKER

JN3 (4) - £8,295 - £9,651 per annum inclusive

Applications are invited from experienced and qualified Youth and Community Workers, or Teachers with relevant experience, for the post of Deputy Warden of the above L.E.A. Centres which cater for the needs of a wide range of young people, and in particular Afro-Caribbean young people as reflected in the catchment area.

For application forms and further details please write to the Director of Education, Education Office, 379-383, High Street, Stratford, London E15 4RD - Tel: 01-534 4345 ext. 5765. Closing date: 10 January, 1986. (18028)

This is a full-time position and previous applicants will automatically be considered.

Application forms available (Quote J437) from Chief Personnel Officer, PO Box 68, Municipal Office, Smith Street, Rochdale, Lancs. Tel: 0161 47474 Ext 682 to be returned no later than 3rd January 1986.

18162

NATIONAL YOUTH BUREAU

The Bureau is seeking a person to create the role of a youth worker in the community. The successful candidate will be responsible for the day-to-day running of the Metropolitan Borough of Rochdale. The successful candidate will be responsible for the day-to-day running of the Metropolitan Borough Council with relevant experience will be welcomed.

YOUTH WORK ADVISERS (2 Posts)

Two Youth Work Advisers are required to join the First Services Team in the Metropolitan Borough of Rochdale. The successful candidate will be responsible for the day-to-day running of the Metropolitan Borough Council with relevant experience will be welcomed.

Applications are invited from experienced and qualified Youth and Community Workers, or Teachers with relevant experience, for the post of Deputy Warden of the above L.E.A. Centres which cater for the needs of a wide range of young people, and in particular Afro-Caribbean young people as reflected in the catchment area.

For application forms and further details please write to the Director of Education, Education Office, 379-383, High Street, Stratford, London E15 4RD - Tel: 01-534 4345 ext. 5765. Closing date: 10 January, 1986. (18028)

This is a full-time position and previous applicants will automatically be considered.

Application forms available (Quote J437) from Chief Personnel Officer, PO Box 68, Municipal Office, Smith Street, Rochdale, Lancs. Tel: 0161 47474 Ext 682 to be returned no later than 3rd January 1986.

18162

NATIONAL YOUTH BUREAU

The Bureau is seeking a person to create the role of a youth worker in the community. The successful candidate will be responsible for the day-to-day running of the Metropolitan Borough of Rochdale. The successful candidate will be responsible for the day-to-day running of the Metropolitan Borough Council with relevant experience will be welcomed.

YOUTH WORK ADVISERS (2 Posts)

Two Youth Work Advisers are required to join the First Services Team in the Metropolitan Borough of Rochdale. The successful candidate will be responsible for the day-to-day running of the Metropolitan Borough Council with relevant experience will be welcomed.

Applications are invited from experienced and qualified Youth and Community Workers, or Teachers with relevant experience, for the post of Deputy Warden of the above L.E.A. Centres which cater for the needs of a wide range of young people, and in particular Afro-Caribbean young people as reflected in the catchment area.

For application forms and further details please write to the Director of Education, Education Office, 379-383, High Street, Stratford, London E15 4RD - Tel: 01-534 4345 ext. 5765. Closing date: 10 January, 1986. (18028)

This is a full-time position and previous applicants will automatically be considered.

Application forms available (Quote J437) from Chief Personnel Officer, PO Box 68, Municipal Office, Smith Street, Rochdale, Lancs. Tel: 0161 47474 Ext 682 to be returned no later than 3rd January 1986.

18162

NATIONAL YOUTH BUREAU

The Bureau is seeking a person to create the role of a youth worker in the community. The successful candidate will be responsible for the day-to-day running of the Metropolitan Borough of Rochdale. The successful candidate will be responsible for the day-to-day running of the Metropolitan Borough Council with relevant experience will be welcomed.

YOUTH WORK ADVISERS (2 Posts)

Two Youth Work Advisers are required to join the First Services Team in the Metropolitan Borough of Rochdale. The successful candidate will be responsible for the day-to-day running of the Metropolitan Borough Council with relevant experience will be welcomed.

Applications are invited from experienced and qualified Youth and Community Workers, or Teachers with relevant experience, for the post of Deputy Warden of the above L.E.A. Centres which cater for the needs of a wide range of young people, and in particular Afro-Caribbean young people as reflected in the catchment area.

For application forms and further details please write to the Director of Education, Education Office, 379-383, High Street, Stratford, London E15 4RD - Tel: 01-534 4345 ext. 5765. Closing date: 10 January, 1986. (18028)

This is a full-time position and previous applicants will automatically be considered.

Application forms available (Quote J437) from Chief Personnel Officer, PO Box 68, Municipal Office, Smith Street, Rochdale, Lancs. Tel: 0161 47474 Ext 682 to be returned no later than 3rd January 1986.

18162

NATIONAL YOUTH BUREAU

The Bureau is seeking a person to create the role of a youth worker in the community. The successful candidate will be responsible for the day-to-day running of the Metropolitan Borough of Rochdale. The successful candidate will be responsible for the day-to-day running of the Metropolitan Borough Council with relevant experience will be welcomed.

YOUTH WORK ADVISERS (2 Posts)

Two Youth Work Advisers are required to join the First Services Team in the Metropolitan Borough of Rochdale. The successful candidate will be responsible for the day-to-day running of the Metropolitan Borough Council with relevant experience will be welcomed.

Applications are invited from experienced and qualified Youth and Community Workers, or Teachers with relevant experience, for the post of Deputy Warden of the above L.E.A. Centres which cater for the needs of a wide range of young people, and in particular Afro-Caribbean young people as reflected in the catchment area.

For application forms and further details please write to the Director of Education, Education Office, 379-383, High Street, Stratford, London E15 4RD - Tel: 01-534 4345 ext. 5765. Closing date: 10 January, 1986. (18028)

This is a full-time position and previous applicants will automatically be considered.

Application forms available (Quote J437) from Chief Personnel Officer, PO Box 68, Municipal Office, Smith Street, Rochdale, Lancs. Tel: 0161 47474 Ext 682 to be returned no later than 3rd January 1986.

18162

BIRMINGHAM FEDERATION OF YOUTH AND COMMUNITY WORKERS

TRAINING OFFICER required

With appropriate Youth and Community Work experience. Housekeeping required. Applications to the Federation for residential courses an advantage.

The Federation seeks to appoint a married couple to operate its Training Programme and its Training Centre. Details from: The General Secretary, B.F.C.W., Bilberry Lane, Edgbaston, Birmingham B15 2JH. Tel: 0121 445 4000.

40000

DERBYSHIRE COUNTY COUNCIL

CHESTERFIELD DISTRICT YOUTH AND COMMUNITY SERVICE

YOUTH AND COMMUNITY WORKER

A detached Youth and Community Worker is required for the Birchholme/Bootholme area of Chesterfield. Experience in this method of working is essential.

Salary Scale JN3 (4 - 8) £8,295 - £9,651.

Further information and application forms from Mr. S. J. G. Smith, Youth and Community Service Officer, Chesterfield, Derbyshire, S41 7QT.

Closing date: 11th January 1986.

Derbyshire County Council is an equal opportunity employer.

Nuclear Free Zone (93122) 400000

280000

EDUCATION DEPARTMENT

YOUTH AND COMMUNITY WORKER

A detached Youth and Community Worker is required for the Birchholme/Bootholme area of Chesterfield. Experience in this method of working is essential.

Salary Scale JN3 (4 - 8) £8,295 - £9,651.

Further information and application forms from Mr. S. J. G. Smith, Youth and Community Service Officer, Chesterfield, Derbyshire, S41 7QT.

Closing date: 11th January 1986.

Derbyshire County Council is an equal opportunity employer.

Nuclear Free Zone (93122) 400000

280000

EDUCATION DEPARTMENT

YOUTH AND COMMUNITY WORKER

A detached Youth and Community Worker is required for the Birchholme/Bootholme area of Chesterfield. Experience in this method of working is essential.

Salary Scale JN3 (4 - 8) £8,295 - £9,651.

Further information and application forms from Mr. S. J. G. Smith, Youth and Community Service Officer, Chesterfield, Derbyshire, S41 7QT.

Closing date: 11th January 1986.

Derbyshire County Council is an equal opportunity employer.

Nuclear Free Zone (93122) 400000

280000

EDUCATION DEPARTMENT

YOUTH AND COMMUNITY WORKER

A detached Youth and Community Worker is required for the Birchholme/Bootholme area of Chesterfield. Experience in this method of working is essential.

Salary Scale JN3 (4 - 8) £8,295 - £9,651.

Further information and application forms from Mr. S. J. G. Smith, Youth and Community Service Officer, Chesterfield, Derbyshire, S41 7QT.

Closing date: 11th January 1986.

Derbyshire County Council is an equal opportunity employer.

Nuclear Free Zone (93122) 400000

280000

EDUCATION DEPARTMENT

YOUTH AND COMMUNITY WORKER

A detached Youth and Community Worker is required for the Birchholme/Bootholme area of Chesterfield. Experience in this method of working is essential.

Salary Scale JN3 (4 - 8) £8,295 - £9,651.

Further information and application forms from Mr. S. J. G. Smith, Youth and Community Service Officer, Chesterfield, Derbyshire, S41 7QT.

Closing date: 11th January 1986.

Derbyshire County Council is an equal opportunity employer.

Nuclear Free Zone (93122) 400000

280000

EDUCATION DEPARTMENT

YOUTH AND COMMUNITY WORKER

A detached Youth and Community Worker is required for the Birchholme/Bootholme area of Chesterfield. Experience in this method of working is essential.

Salary Scale JN3 (4 - 8) £8,295 - £9,651.

Further information and application forms from Mr. S. J. G. Smith, Youth and Community Service Officer, Chesterfield, Derbyshire, S41 7QT.

Closing date: 11th January 1986.

Derbyshire County Council is an equal opportunity employer.

Nuclear Free Zone (93122) 400000

280000

EDUCATION DEPARTMENT

YOUTH AND COMMUNITY WORKER

A detached Youth and Community Worker is required for the Birchholme/Bootholme area of Chesterfield. Experience in this method of working is essential.

Salary Scale JN3 (4 - 8) £8,295 - £9,651.

Further information and application forms from Mr. S. J. G. Smith, Youth and Community Service Officer, Chesterfield, Derbyshire, S41 7QT.

Closing date: 11th January 1986.

Derbyshire County Council is an equal opportunity employer.

Nuclear Free Zone (93122) 400000

280000

EDUCATION DEPARTMENT

YOUTH AND COMMUNITY WORKER

A detached Youth and Community Worker is required for the Birchholme/Bootholme area of Chesterfield. Experience in this method of working is essential.

Salary Scale JN3 (4 - 8) £8,295 - £9,651.

Further information and application forms from Mr. S. J. G. Smith, Youth and Community Service Officer, Chesterfield, Derbyshire, S41 7QT.

Closing date: 11th January 1986.

Derbyshire County Council is an equal opportunity employer.

Nuclear Free Zone (93122) 400000

280000

EDUCATION DEPARTMENT

YOUTH AND COMMUNITY WORKER

A detached Youth and Community Worker is required for the Birchholme/Bootholme area of Chesterfield. Experience in this method of working is essential.

Salary Scale JN3 (4 - 8) £8,295 - £9,651.

Further information and application forms from Mr. S. J. G. Smith, Youth and Community Service Officer, Chesterfield, Derbyshire, S41 7QT.

Closing date: 11th January 1986.

Derbyshire County Council is an equal opportunity employer.

Nuclear Free Zone (93122) 400000

280000

EDUCATION DEPARTMENT

YOUTH AND COMMUNITY WORKER

A detached Youth and Community Worker is required for the Birchholme/Bootholme area of Chesterfield. Experience in this method of working is essential.

Salary Scale JN3 (4 - 8) £8,295 - £9,651.

Further information and application forms from Mr. S. J. G. Smith, Youth and Community Service Officer, Chesterfield, Derbyshire, S41 7QT.

Closing date: 11th January 1986.

Derbyshire County Council is an equal opportunity employer.

Nuclear Free Zone (93122) 400000

280000

Overseas Appointments

ARE YOU LOOKING FOR A PUBLISHER?

SPEAK UP is a monthly magazine for students of English as a foreign language. Launched in March 1985, it has a circulation of over 100,000 copies.

SPEAK UP specialises in articles which are lively, stimulating and imaginative. Ideal length 1,000 words.

Send material and CV to: Speak Up, Patton, Via Aristo 3, 20145 Milan, Italy.

Please send copies, as it isn't out policy to return material which isn't published. (19251) 400000

EDUCATION DEPARTMENT

YOUTH AND COMMUNITY WORKER

A detached Youth and Community Worker is required for the Birchholme/Bootholme area of Chesterfield. Experience in this method of working is essential.

Salary Scale JN3 (4 - 8) £8,295 - £9,651.

Further information and application forms from Mr. S. J. G. Smith, Youth and Community Service Officer, Chesterfield, Derbyshire, S41 7QT.

Closing date: 11th January 1986.

Derbyshire County Council is an equal opportunity employer.

Nuclear Free Zone (93122) 400000

280000

EDUCATION DEPARTMENT

YOUTH AND COMMUNITY WORKER

A detached Youth and Community Worker is required for the Birchholme/Bootholme area of Chesterfield. Experience in this method of working is essential.

Salary Scale JN3 (4 - 8) £8,295 - £9,651.

Further information and application forms from Mr. S. J. G. Smith, Youth and Community Service Officer, Chesterfield, Derbyshire, S41 7QT.

Closing date: 11th January 1986.

Derbyshire County Council is an equal opportunity employer.

Nuclear Free Zone (93122) 400000

280000

EDUCATION DEPARTMENT

YOUTH AND COMMUNITY WORKER

A detached Youth and Community Worker is required for the Birchholme/Bootholme area of Chesterfield. Experience in this method of working is essential.

Salary Scale JN3 (4 - 8) £8,295 - £9,651.

Further information and application forms from Mr. S. J. G. Smith, Youth and Community Service Officer, Chesterfield, Derbyshire, S41 7QT.

Closing date: 11th January 1986.

Derbyshire County Council is an equal opportunity employer.

Nuclear Free Zone (93122) 400000

280000

EDUCATION DEPARTMENT

YOUTH AND COMMUNITY WORKER

A detached Youth and Community Worker is required for the Birchholme/Bootholme area of Chesterfield. Experience in this method of working is essential.

Salary Scale JN3 (4 - 8) £8,295 - £9,651.

CYNGOR SIR **DYFED** COUNTY COUNCIL

ASSISTANT EDUCATION OFFICER
(SCHOOLS) EDN 004.

Based at Education Department, Pibwriwyd,
Carmarthen

Grade: PO2(b) £15,111 to £16,194 per annum.

Applicants should be Honours Graduates with
varied and successful teaching experience and
preferably some administrative experience.

Fluency in Welsh is essential.

Application forms and further particulars are
available on receipt of a stamped addressed
envelope from the Director of Personnel and
Management Services, County Hall, Carmarthen
to whom they should be returned by 8th January,
1988.

W.J. PHILLIPS, Director of Education, Education
Department, Pibwriwyd, Carmarthen,
Dyfed, SA31 2NH. (15016)

Department of the Chief Executive **PRINCIPAL COMMUNITY EMPLOYMENT OFFICER** Salary PO (38-41)

£12,885 - £14,025 (Per Annum)

Applications are invited from qualified and experienced persons for
the post of Principal Community Employment Officer.

This is a new post and the successful applicant will be responsible
for the Authority's Employment and Training Programmes.

Candidates will need to have:-

Considerable experience of employment programmes.

A deep understanding of vocational training for adults and young
people.

A commitment to relieve the effects of long-term unemployment.

Wide managerial experience at a senior level.

Application forms and further details can be obtained from the
Chief Executive's Department (Personnel Section), Floor 'E',
Town Hall, Blackburn, Telephone (0254) 55201 Extension 366,
to whom the completed forms should be returned by Thursday,
2nd January 1988.

Blackburn

The Council is an Equal Opportunity
Employer and does not discriminate
on grounds of sex, race, marital sta-
tus, age or religious disability.

Deputy Area Education Officer

(Based in Chesterfield)

Salary Scale PO 1 (E) (£11,250-£12,950)

An essential car user allowance is available.

Professional Assistant

(Schools Section based in Matlock)

Salary Scale PO 1 (D) (£11,250-£12,150)

A casual car user allowance is available.

There is a scale of financial assistance for newly
appointed staff, including removal, lodging and relocation
allowances.

Further details and forms of application may be
obtained from the Director of Education, County
Offices, Matlock DE4 3AG. (Telephone: 0629 3411,
extension 6425).

Applications should be submitted by 31 December,
1987.

DERBYSHIRE County Council

DERBYSHIRE COUNTY COUNCIL IS AN
EQUAL OPPORTUNITY EMPLOYER.

COUNTY EDUCATION DEPARTMENT PRINCIPAL ADVISER FOR PRIMARY EDUCATION 3-13

(Based at Dorchester)

Applications are invited for this key post, which will
become vacant on the retirement of Mr John Lison on
1 September 1988.

Candidates should have a good knowledge of current
thinking and practice, successful experience in both
Headship and Advisory work, and outstanding qualities
of leadership, vision and personal stamina.

Salary £18,159 to £19,509 p.a.

Application forms returnable by 6th January, 1988
and further details from the County Education
Officer (MD), County Hall, Dorchester, Dorset, DT1
1XJ. Please quote post G0321X.

DORSET County Council

Administration (L.E.A.) continued

Lancashire County Council

An Equal Opportunities Employer.

SENIOR COUNTY GENERAL ADVISER

Salary: Soubury Headteacher Group 11.
(£18,159 - £19,509) (pay award pending)

Applications are invited for the post of Senior County
General Adviser to take responsibility for one of the four
areas into which the County is divided for advisory purposes,
and to be responsible for In-Service Education and Training,
including the oversight of the County's four Curriculum
Development Centres, the preparation of the residential and
local in-service programme and the secondment of teachers for
in-service purposes.

The Committee are seeking to appoint a person of
appropriate qualification and experience, who has a working
knowledge of education across the age range 5 - 19 and
who has achieved a position of considerable seniority within
one part of that range. Candidates must be able to
demonstrate that they have the ability to lead an established
team of County and Area based Advisers.

Please quote Ref. CO245/1/PJ when applying for this
position.

COUNTY GENERAL ADVISER (16-19 EDUCATION)

Salary: Soubury Headteacher Group 10.
(£16,824 - £18,141) (pay award pending)

Applications are invited for an additional newly created post
to be mainly concerned with developments in Non-Advanced
Further Education. The successful applicant will be expected
to advise in Further Education and Tertiary Colleges, and in
the Sixth forms of 11-18 schools where appropriate. There
is a possibility of involvement with developments of pre-
vocational education in the County's Secondary Schools.

Candidates for this new appointment should be well-qualified
academically, should now be holding a post of high
responsibility, and must have had relevant recent
experience. A background in Further or Tertiary Education is
preferable, though candidates from a Schools background
with appropriate experience and interests will be considered.
Previous advisory experience is not essential.

Please quote Ref. CO246/1/PJ when applying for this
position.

Application forms and further details for BOTH posts are
available from/returnable to the Chief Education Officer,
Education Department, P O Box 61, County Hall,
Preston, PR1 8RJ. Tel. Preston 263697 or 263698.
Closing date: 6th January 1988.

EDUCATION DEPARTMENT Assistant Education Officer

Community and Further Education Branch
Salary: £16,111 - £18,194 + £867 L.A.
Plus Essential User Car Allowance

Applications are invited for this new senior post which is
concerned with all aspects of Community and Further Education,
but with particular responsibility for Youth Training and Employ-
ment Initiatives.

Applicants are sought who have an understanding of, and lively
interest in, the educational needs of young people, the ability to
get on with people, drive and enthusiasm and work on their own
initiative.

Candidates will be expected to have the self-confidence to work in
a challenging area of the Education Service with which, depend-
ing on their initial specialism, they may or may not be familiar.

Applicants would normally be expected to be graduates or
equivalent. Experience in both teaching and educational admin-
istration would be an advantage.

Please quote ref: GE 7308

Applications from employees of the GLC or MCC's with relevant
experience will be welcome.

Application forms and further details are obtainable from
the Recruitment Officer, Personnel Department, Town
Hall, Forest Road, Waltham, Waltham, London, E17 4JF. Tel.
01-531 8888 (24-hour answering service).
Closing date: 3rd January, 1988.

Waltham Forest

AN EQUAL OPPORTUNITY
EMPLOYER

Applications are invited for the post of Senior County
General Adviser to take responsibility for one of the four
areas into which the County is divided for advisory purposes,
and to be responsible for In-Service Education and Training,
including the oversight of the County's four Curriculum
Development Centres, the preparation of the residential and
local in-service programme and the secondment of teachers for
in-service purposes.

The Committee are seeking to appoint a person of
appropriate qualification and experience, who has a working
knowledge of education across the age range 5 - 19 and
who has achieved a position of considerable seniority within
one part of that range. Candidates must be able to
demonstrate that they have the ability to lead an established
team of County and Area based Advisers.

Please quote Ref. CO245/1/PJ when applying for this
position.

Cornwall

County Adviser For Special Educational Needs

£14,664 - £15,963 p.a. (HT Group 8)

This important and influential post is in a developing
Advisory Team. An advanced qualification in special
education is essential, with appropriate experience.

The Education Committee's policy of support is well-
established and the County's special services for
children with special educational needs have recently
been re-structured and increased to enhance this policy.

For further details and application form, please write
to the Secretary for Education (Room 207), County
Hall, Truro TR1 3BA, enclosing a stamped addressed
envelope. Closing date 3rd January 1988.

Cornwall

City of Salford

EDUCATION

ASSISTANT EDUCATION OFFICER (Schools)

Scale PO 4 £14,025-£15,111

Post Ref. 4015/TES

This is an important third tier post and we are looking for a
graduate with sound teaching experience.

Duties include responsibility for 23 high schools, 115 primary
schools (including 17 nursery schools), 12 special schools, an
Outdoor Pursuits Centre and the Education Welfare Service.
There may also be opportunities for work in the further education
field.

The post carries entitlement to a casual user car allowance and
assistance with removal expenses will be granted in approved
cases. Further particulars are available with the application form.

Application forms may be obtained from the Personnel
Manager, Salford Civic Centre, Swinton, Manchester M7
1PT. Telephone 061-763 3158. Please quote the appropriate
reference in your application. Closing date: 17th
January 1988.

We are an Equal Opportunities Employer.

(Applications are encouraged from suitably qualified and
experienced disabled persons) Closing date 27th December 1987.

LEADER - ENFIELD TEACHERS CENTRE

HEADTEACHER - GROUP 7

A well qualified and experienced person is required to take up
this post no later than April 1st 1988, following the promotion of
the previous postholder.

This is a challenging post which involves the management of a
substantial institution in the context of changes in INSET in an
Authority which is working towards a coherent approach to
INSET and development. It offers a considerable opportunity
for the postholder to develop his/her skills and experience.

London Allowance, £878. Consideration given to settle-
ment with removal, relocation costs, temporary housing
and two homes allowance.

Application forms (large 8A2) and further details
obtainable from The Education Dept., Establishment
Section, P.O. Box 56, Civic Centre, Silver Street, Enfield
EN1 3XQ.

Closing date 6th January 1988.
An equal opportunity employer.

Enfield

AN EQUAL OPPORTUNITY
EMPLOYER

County Education Department PRINCIPAL ADMINISTRATIVE OFFICER (STAFFING)

(Based at Bournemouth)

P.O. (3) £11,850 - £12,885

The post holder is responsible for the management of
the staffing function covering all groups of staff, both
teaching and non-teaching, employed in educational
establishments.

Applicants must have substantial experience of all
aspects of LEA staffing work, and the ability to provide
effective leadership in a busy and demanding Section.
They should hold a final administrative qualification
and possess a full current driving licence.

Assistance is given with removal expenses in
approved cases.

Application forms returnable by 3 January 1988, and
further details from County Education Officer (MD),
County Hall, Dorchester, DT1 1XJ. Telephone
0300 83121 extension 4171. Please
quote post G0504X.

DORSET County Council

THE TIMES EDUCATIONAL SUPPLEMENT 13.12.87

ADMINISTRATION - LEA continued

EAST BERKSHIRE HEALTH AUTHORITY HEALTH PROMOTION UNIT OFFICER

We have launched a major
health promotion initiative
aimed at reducing the public
disease in the Slough area. We
now require a Health Education
Officer who can combine
specific responsibilities with
working as part of the Health
Promotion team.

Duties include liaison with
education departments and
schools, initiating promotional
activities and curriculum
development.

Possession of the Diploma
in Health Education desirable
but not essential.

Salary Scale: £8,085 -
£9,855 p.a. ann. plus £149
Gr. Fringe London

Informal enquiries wel-
come by Mr Theaker, Dis-
trict Health Education Of-
ficer, Windsor (0753) 899881.
For application forms and
further details write to the
Personnel Officer, 81
Berkshire House, Windsor
(0753) 899881.

Closing date: 3rd January
1988. (05111) 480000

NATIONAL CHILDREN'S BUREAU UNDER FIVES RESOURCE AND DEVELOPMENT UNIT

The Bureau is establishing
this new unit, to be funded
by a DfES grant. Its aim is
to provide a centre for prac-
tice, research and develop-
ment, and the dissemination of
information across the field
of early childhood develop-
ment and voluntary
services for the under fives
and their families. The ini-
tial team will comprise:-

HEAD OF UNIT
(Salary scale £16,663 -
£18,144)

We are looking for a
senior professional involved
with the under fives. Ap-
plicants should have:-

a commitment to, and
preferably some experience
with, the under fives; a
proven ability to work in a
team in the under fives
field.

the drive and enthu-
siasm to give the new unit
clear identity and focus for
work with the under fives.

leadership and com-
municative skills, and the
ability to negotiate with a
wide variety of agencies.

appropriate organisa-
tional skills and prefer-
ably some experience of
training.

DEVELOPMENT OFFICER
(Salary scale £9,118 -
£10,593)

Similar characteristics to
those specified for the Head
of Unit are required for this
post. The two posts will also
be in some measure com-
plementary.

INFORMATION OFFICER
(Salary scale £9,118 -
£10,593)

Specialist experience in
the collection, collation and
provision of information
and a knowledge of the
under fives field are prime
requirements for this post.

The Bureau is committed
to equal opportunity in em-
ployment.

Further details available
from Shelly Whitehead,
National Children's Bureau,
8 Winkley Street, London
EC2A 4JQ. Tel: 01-778
8441.

Closing date for com-
pleted applications - Friday
17 January 1988. 500000

WARWICK UNIVERSITY OF WARWICK INSTITUTE OF EDUCATION

**MINI-ENTERPRISES IN
SCHOOL**
INSET CO-ORDINATOR

Applications are invited
for this TRIST funded post
which carries national re-
sponsibility for the develop-
ment of the mini-enterprises
project.

Salary will be towards the
top of the scale £7,520 -
£12,150 p.a. (under re-
view). The post is available
from April 1987 and secondment
would be welcomed, but not
essential.

The successful applicant
should have a successful
background in teaching
schools-industry liaison or
Training and must be able
to work away from home.

Application forms and
further particulars from
Personnel Officer, University
of Warwick, Coventry
CV4 7AL. Tel: (0203
523427). Please quote Ref.
No. 16/24/85. Closing
date: 15th January 1988.
(05005) 500000

City of WAKEFIELD METROPOLITAN DISTRICT COUNCIL

EDUCATION DEPARTMENT School Psychological Service

EDUCATIONAL PSYCHOLOGIST

£8,886-£14,979 (according to age and experience)
(Salary award pending).

Applications are invited for the above post which is vacant
as from March 1988. Applicants should possess an hono-
urs degree in Psychology, a minimum of two years teach-
ing experience and a post graduate qualification in
educational psychology.

Requests for application forms and further details (accom-
panied by a s.a.o.) should be addressed to the Chief Exec-
utive (Personnel Section), Town Hall, Wakefield, to whom
they should be returned by 3rd January 1988.

City of WAKEFIELD METROPOLITAN DISTRICT COUNCIL

EDUCATION DEPARTMENT School Psychological Service

EDUCATIONAL PSYCHOLOGIST

£8,886-£14,979 (according to age and experience)
(Salary award pending).

Applications are invited for the above post which is vacant
as from March 1988. Applicants should possess an hono-
urs degree in Psychology, a minimum of two years teach-
ing experience and a post graduate qualification in
educational psychology.

Requests for application forms and further details (accom-
panied by a s.a.o.) should be addressed to the Chief Exec-
utive (Personnel Section), Town Hall, Wakefield, to whom
they should be returned by 3rd January 1988.

Social Services

SHEFFIELD CITY OF SHEFFIELD EDUCATION DEPARTMENT SOCIAL WORKERS

RA7/210,638 - £11,604
Folkwood School, Rivington
Road, Sheffield S11 1JH. Fol-
lowing the school's re-
organisation, the school is
ideally situated at the extreme
end of the city, in a new
suburb, and a half mile
from the Peak District National
Park. Comprehensive academic
facilities are available
via the newly organised provi-
sion. The aim of the school will
be to meet the needs of children
within the 5-16 range who are
emotionally and psycho-
logically disturbed. An emphasis will be
placed on a multi-professional
approach to the under fives
field.

the drive and enthu-
siasm to give the new unit
clear identity and focus for
work with the under fives.

leadership and com-
municative skills, and the
ability to negotiate with a
wide variety of agencies.

appropriate organisa-
tional skills and prefer-
ably some experience of
training.

DEVELOPMENT OFFICER
(Salary scale £9,118 -
£10,593)

Similar characteristics to
those specified for the Head
of Unit are required for this
post. The two posts will also
be in some measure com-
plementary.

INFORMATION OFFICER
(Salary scale £9,118 -
£10,593)

Specialist experience in
the collection, collation and
provision of information
and a knowledge of the
under fives field are prime
requirements for this post.

The Bureau is committed
to equal opportunity in em-
ployment.

Further details available
from Shelly Whitehead,
National Children's Bureau,
8 Winkley Street, London
EC2A 4JQ. Tel: 01-778
8441.

Closing date for com-
pleted applications - Friday
17 January 1988. 500000

WARWICK UNIVERSITY OF WARWICK INSTITUTE OF EDUCATION

**MINI-ENTERPRISES IN
SCHOOL**
INSET CO-ORDINATOR

Applications are invited
for this TRIST funded post
which carries national re-
sponsibility for the develop-
ment of the mini-enterprises
project.

Salary will be towards the
top of the scale £7,520 -
£12,150 p.a. (under re-
view). The post is available
from April 1987 and secondment
would be welcomed, but not
essential.

The successful applicant
should have a successful
background in teaching
schools-industry liaison or
Training and must be able
to work away from home.

Application forms and
further particulars from
Personnel Officer, University
of Warwick, Coventry
CV4 7AL. Tel: (0203
523427). Please quote Ref.
No. 16/24/85. Closing
date: 15th January 1988.
(05005) 500000

City of WAKEFIELD METROPOLITAN DISTRICT COUNCIL

EDUCATION DEPARTMENT School Psychological Service

EDUCATIONAL PSYCHOLOGIST

£8,886-£14,979 (according to age and experience)
(Salary award pending).

Applications are invited for the above post which is vacant
as from March 1988. Applicants should possess an hono-
urs degree in Psychology, a minimum of two years teach-
ing experience and a post graduate qualification in
educational psychology.

Requests for application forms and further details (accom-
panied by a s.a.o.) should be addressed to the Chief Exec-
utive (Personnel Section), Town Hall, Wakefield, to whom
they should be returned by 3rd January 1988.

City of WAKEFIELD METROPOLITAN DISTRICT COUNCIL

EDUCATION DEPARTMENT School Psychological Service

EDUCATIONAL PSYCHOLOGIST

£8,886-£14,979 (according to age and experience)
(Salary award pending).

Applications are invited for the above post which is vacant
as from March 1988. Applicants should possess an hono-
urs degree in Psychology, a minimum of two years teach-
ing experience and a post graduate qualification in
educational psychology.

Requests for application forms and further details (accom-
panied by a s.a.o.) should be addressed to the Chief Exec-
utive (

